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ABSTRACT

A supplemental reading intervention program was designed and implemented to increase the reading comprehension for at-risk students. Subjects, 11 fourth graders in two different classes, were chosen on the basis of below grade reading level as evidenced by both classroom performance and national achievement tests' score. The 10-week reading program emphasized activities centering around four children's literature stories using a non-traditional format. The instructional method utilized literature-based videos in conjunction with corresponding literature books for each student. Strategies assisted the targeted population to improve reading comprehension, develop a more positive attitude toward reading, increase knowledge of the children's classics, and increase awareness of the additional time spent on reading within the classroom. Evaluation of the subjects after completion of the unit consisted of comparison between a nationally normed test presented before and after implementation, teacher-made pre- and post-evaluations, teacher observations, and a student survey. Results revealed a significant gain in the reading grade level scores as well as improved attitudes toward reading. (Six tables of data are included; 18 references and 22 appendixes containing evaluations and activities administered for each of the four stories are attached.) (Author/KEH)

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CHILDREN AT-RISK PROGRAM (C.A.R.P):

REELING KIDS IN THROUGH READING

by

Paula Jean Norris

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database for reference.

August 1990

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Paula Jean Norris

ABSTRACT

Children At-Risk Program (C.A.R.P.): Reeling Kids In Through Reading
Norris, Paula Jean 1990: Practicum Report, Nova University, The Center for the Advancement of Education
Descriptors: Elementary Education/ Dropout Prevention/ Potential Dropouts/ Dropout Research/ School Dropouts/ Early School Leavers/ Individual Characteristics/ Dropout Rate/ Dropout Characteristics/ Dropout Attitudes/ Academic Persistence/ Academic Failure/ Attitudes of (not toward) Dropouts/ Supplementary Reading Materials/ Reading Improvement/ Reading Comprehension/ Reading Attitudes

This supplemental reading intervention program was designed to increase the reading comprehension of fourth graders at-risk who were retained and who were reading below grade level as exhibited by both classroom performance and national achievement tests' scores. Implementation of this 10 week reading program within the classroom emphasized activities centering around four children's literature stories using a non-traditional format. The instructional method utilized literature-based videos in conjunction with corresponding literature books for each student. Strategies assisted the targeted population to improve reading comprehension, develop a more positive attitude toward reading, increase knowledge of the children's classics, and increase awareness of the additional time spent on reading within the classroom. Evaluative measures consisted of comparison between a nationally

normed test presented before and after implementation, teacher-made pre and post evaluations, teacher observations, and a student survey. Results indicated a significant gain in the reading grade level scores of the targeted population. Students demonstrated improved attitudes toward reading. It was concluded that this project would begin a Video Library for the fourth grade and will become an ongoing project until all grade levels have a literature collection. Appendices include the teacher-made pre and post evaluations, and the activities administered for each of the four children's literature stories.

Nova University
Center For The Advancement of Education
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Observer Verification Form

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Practicum Title Children At-Risk Program (C.A.R.P.):
Reeling Kids In Through Reading

Student's Name Paula Jean Norris

Program Site Jacksonville Date June 11, 1990

Observer's Name BILL REYNOLDS Bill Reynolds
(please print---------and sign)

Observer's position Principal Phone # 724-6565

Observer's comment on impact of the project (handwritten):

The new reading program implemented by Ms. Norris has become an excellent addition to our overall reading system. We are in great need of programs that will interest our students and give them creative ways to learn from books. We applaud her for her time and effort and we will continue to add to the system she has created.

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CHAPTER I

Purpose

This action research project was implemented at an elementary school located in a large urban southern school system. This particular school, situated in a lower socioeconomic community, includes pre-kindergarten through fifth grade. The school consists of 34 regular classrooms, heterogeneously grouped according to the required racial composition. In addition, there are nine special education classes, including two Specific Learning Disability (SLD) classes, one Emotionally Handicapped (EH) class, three Educable Mentally Handicapped (EMH) classes, and three Varying exceptionalities Resource classes. With the exception of the Varying Exceptionalities Resource classes, all classrooms are self-contained. The school also employs a full-time physical educational teacher, a music teacher, an art teacher, a media specialist, a guidance counselor, six Chapter I teachers, and both a full and part-time speech pathologist, and a primary resource teacher. Furthermore, there are 25 non-certificated personnel. Administrative duties are the responsibility of the principal who is assisted by one Teacher

Instructional Support (TIS) person. The writer, who has taught for the past 20 years, is currently a member of this faculty as a Chapter I reading teacher. The writer also has taught all grades at the elementary level.

The school accommodates approximately 998 students with the majority of students living within walking distance of the school. Buses transport 200 students to a nearby housing and apartment development for safety reasons. About 280 Black students are bused to the school from across the town, and buses also bring the students who are enrolled in the Exceptional Education programs housed at the school. The total school population is composed of approximately 60 percent minority students (mostly Black) and 40 percent White students. These percentages were almost reversed ten years ago.

The low economic status of the community effects the lives of these students both in and out of the school. In general, the area reflects much exposure to a variety of crimes. There is HUD housing and four government subsidized apartments. These families usually have no transportation and no phones, making parent contact very difficult. Eighty percent of the students come from broken homes. Many of the students are neglected and abused. Over 50 percent of the student body will leave

during the school year. Less than one-third of the students complete their entire elementary education at this school.

The school's philosophy is geared toward the belief that for the majority of students, the school's environment may be the only positive happening in that child's life. The school strongly supports the importance of developing the students' self-concepts and for those students to feel valued and good about themselves. The faculty and staff are aware that the students need to feel success. They strive to provide the students an environment that enables the students to progress at a rate most effective for them. Moreover, the school faculty desires to help the students to live and cope in their home and community environments. However, it is often draining and frustrating to teachers because the students remain academically low as indicated by their daily performance and national test scores.

In many ways the parents look to the school to be an extention of the home. Ninety-two percent of the students qualify for the free lunch and breakfast program. Many parents rely on the school to take care of their children's other needs: such as clothing them and referring them to medical clinics and community agencies.

The parents also look toward the school to assume the full responsibility of providing for their children's academic needs. Most likely, the parents' educational experience has not been a positive one. Eighty percent of the parents themselves were dropouts. This statistic alone impacts upon the lives of the students at this school. In addition, the U.S. Department of Education (1987) has identified at-risk, potential dropout students, as those showing poor academic performance, who have repeated a grade, whose parents lack a high school diploma, who come from one-parent homes, and who are living within the poverty level. These characteristics imply that many students at this school are properly identified as being at-risk.

In the 1985-86 school year, 682,000 American students dropped out of school. A national estimate further suggests that 25 percent of fifth graders will not make it through high school graduation (USDE, 1987). State and local estimates vary. The writer's school system has a dropout rate of approximately 31 percent compared to the state's dropout rate of 41 percent (Yaegar, 1989). The Florida State Legislature is tackling this dropou problem by addressing the issue with the revision of several state enactments (Appendix A.1:70, A.2:73, A.3:77). Nevertheless, this situation

has been and remains a great concern to educators at all levels for this complex problem has no simple solutions. Both imaginative and multiple approaches are needed to attack those problems that prevent students from completing school. What is more crucial, public pressure to lower the dropout rate should not tempt educators to water down standards.

Since many potential dropouts are at-risk in more than one way, they may need special programs or special treatment in order to do well. The county's school board agrees that the dropout rate can be lowered by meeting the needs of these at-risk students. Thus, educators must be alert to those signs that a student is at-risk of dropping out and provide special help to students for whom traditional programs alone are insufficient. The county administration has determined that there is a dropout problem and has requested principals to initiate a program for their school to guarantee that students will be successful in the elementary grades and to assist with keeping students in school. The county has developed its own list of possible indicators to be used as a guide for identifying the at-risk student (Appendix B:81). The goal of the county's school administration is to have each school's principal accept the responsibility to

discover and implement interventions that will eliminate or reduce the indicators for each at-risk student.

The writer, with the principal's approval, was challenged to effect the low academic scores of the traditional at-risk student in the area of reading. Nearly 10 percent of the students in the writer's county failed and were not promoted to the next grade level in the 1987-88 school year (Yaeger, 1989). Students in the upper grades do not simply awaken one morning and decide that day to drop out. Instead, it is a cumulative process that begins in the early grades leading to feelings of inadequacy and failure. DeRudder (1988) cites that if these at-risk students' academic deficits are not appropriately addressed by schools, student retention results which, in turn, sets up the drop-out syndrome. What is more, DeRudder (1988) adds that by the third grade, approximately 70 percent of eventual dropouts can be identified. The poor reader then will usually be in severe difficulty by the fourth grade where the curriculum demands extensive reading.

This reading problem existed in the fourth grade at the writer's school. In order to identify who were the at-risk fourth grade students, a survey was completed by the fourth grade teachers in October 1989 (Appendix C: 82). Further examination of cumulative records revealed

that approximately 28 percent of the fourth grade students had been previously retained and 71 percent of these students showed a low academic score in the area of reading. In general, overageness at any grade level should not exceed three to five percent. Since the writer could not effect the fact that a high percentage of students had been retained, the writer instead attempted to reduce the student's potential for becoming dropouts by increasing their academic performance in reading comprehension.

Next, the writer identified those fourth grade students from the total group who could benefit from an additional reading intervention. This total group had been retained and had exhibited a low academic standing in the area of reading as indicated by the Stanford Achievement Test (S.A.T.) score. This study defined a low academic score as one which qualified the at-risk students for remedial reading services. Moreover, the Chapter 1 program then was the only intervention these students were receiving. The writer omitted those students from the total group who were receiving more than one hour of special resources daily. All students in the total group scored below the 46th percentile in the total reading area, and were currently reading one or more years below grade level. These data have been

summarized in Table 1 and Table 2 for both the total group and targeted population respectively. The targeted population was determined after the writer had selected the two fourth grade teachers who were willing to implement a supplemental reading program in the classroom. Thus, 11 students who met the criteria, became the targeted population. One teacher had a group of six students and the second teacher had five students.

Table 1

Reading Performance of the Total Group
Identified For the Children At-Risk Program:
Reeling Kids In Through Reading

Student	V	TR	C.R.L.
TG 1	28	40	3rd
TG 2	35	22	3rd
TG 3	63	29	3rd
TG 4	35	31	3rd
TG 5	19	45	3rd
TG 6	10	21	3rd
TG 7	35	17	3rd
TG 8	X	34	2nd
TG 9	15	24	2nd
TG 10	44	35	3rd
TG 11	05	05	3rd
TG 12	31	24	3rd
TG 13	31	38	3rd
TG 14	35	31	3rd
TG 15	35	12	3rd
TG 16	08	10	3rd
TG 17	40	24	3rd
TG 18	63	24	3rd
TG 19	40	24	3rd
TG 20	19	20	3rd
TG 21	31	37	3rd
TG 22	10	10	3rd
TG 23	22	22	3rd

TG = Total group of fourth grade students identified for the Children At-Risk Program
V = The vocabulary percentile score on the Stanford Achievement Test (S.A.T.)
TR = The total reading percentile score on the S.A.T.
C.R.L. = The student's current classroom reading standing according to grade level

Table 2

Reading Performance of the Targeted Population

For the Children At-Risk Program:

Reeling Kids In Through Reading

Student	V	TR	C.R.L.
TP 1	35	22	3rd
TP 2	35	12	3rd
TP 3	15	24	2nd
TP 4	10	21	3rd
TP 5	63	24	3rd
TP 6	31	24	3rd
TP 7	10	10	3rd
TP 8	05	05	3rd
TP 9	X	34	2nd
TP 10	19	45	3rd
TP 11	28	40	3rd

TP = Targeted population of fourth grade students for the Children At-Risk Program

V = The vocabulary percentile score on the Stanford Achievement Test (S.A.T.)

TR = The total reading percentile score on the S.A.T.

C.R.L. = The student's current classroom reading standing according to grade level

This project sought to solve the problem of the fourth grade retainees in the targeted population who had been selected based on the low S.A.T. scores in thhe reading area and who were reading below grade level in the classroom's basal reader series. The writer designed a supplemental reading intervention program for implementation by fourth grade classroom teachers to enhance students' reading performance. The project was launched for these potential dropouts as the Children At-Risk Program (C.A.R.P.): Reeling Kids In Through Reading.

In order to initiate this reading intervention program, the writer designed curriculum guidelines for teachers to follow in the administering of four children's literature stories and follow-up activities. This project involved a period of 10 weeks. To accommodate the first part of the plan, the writer scheduled a workshop for the fourth grade teachers to provide training in the presentation of these reading strategies, a time schedule for administering these activities, and an explanation as to how the writer would administer a nationally-normed reading pre-test and post-test to the target population. The second part of the supplemental reading program addressed those activities implemented within the two fourth grade

teachers' classrooms. The targeted population participated in an intervention to increase reading comprehension. The supplemental program emphasized the following activities:

1) Building vocabulary of each story
2) Viewing of a children's literature story on video and reading of the coordinating literature book
3) Answering pre-test and post-test comprehension questions for each story
4) Participating in story mapping for each story
5) Keeping of a Reading Record Log
6) Retelling a part of or the whole story
7) Participating in cooperative learning group activities that include:
    a. Discussion questions (oral)
    b. Creative art work
    c. Basic skill activity

Following implementation of these guidelines over a period of 10 weeks, the anticipated outcomes were:

1) After administration of the supplemental reading plan, students would show a minimum gain of two months on the Reading Grade Score for each of the Woodcock Reading Mastery word comprehension and passage comprehension

subtests as measured by the difference between the pre-test (Form A) and the post-test (Form B) administered before and after the implementation of this project. The Woodcock Reading Mastery Tests were designed for general school use, as well as for clinical and research purposes for which precise measures of reading achievement are needed.

2) Students would develop a more positive attitude toward reading through the viewing of children's literature stories on video with the coordinating literature book and through discussions and follow-up activities in cooperative learning groups. This would be measured by an 80 percent favorable response to questions one through eight on the Student Reading Attitude Survey following the implementation of the four children's clsssics.

3) Students would increase their knowledge of the four children's classics as evidenced by teacher observation during small group discussions, and measured by a passing score of 80 percent on the follow-up evaluations. These teacher-made evaluations would consist

of approximately five comprehension questions presented to the students before and after the completion of each literature story.

4) In order to be aware of an increased time of two hours per week spent on reading activities within the classroom, students would maintain a simple reading record log in which they recorded the date each story was begun and completed, and any comments the students desired to write during or after each two-week story presentation.

CHAPTER II

Research and Solution Strategy

Research

> Across the nation..., educators are beginning to focus on the early school years, and on literacy in particular, as the point at which students learn to succeed or begin the downslide that ends in failure and dropping out. ("Early Grades," 1989:14)

It is cited by numerous researchers that the act of dropping out is seldom an instantaneous decision, but rather a gradual process based on many factors both within and without the school system. There are certain criteria used by schools to identify a potential problem with a particular student (Lakebrink, 1989). A definition of an at-risk student is provided by Slavin (1989) as one "who is in danger of failing to complete his or her education with an adequate level of skills" (Slavin, 1989:4). Risk factors include low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students. Each of these factors is associated with the dropout rate. Even by the time

students are in the third grade, these factors can be used to predict with accuracy which students will drop out of school and which will stay to complete their education (Slavin, 1989). Therefore, these warning signals provide the opportunity for early intervention at the elementary level. The writer believes that a practical criterion for identifying such at-risk students is the presence of low reading scores. As stated by Jim Dezell, general manager of IBM Education Systems, "A child that didn't learn to read...can't really participate in the education process" ("Early Grades," 1989:14).

In general educational researchers agree the elementary school is the key to the dropout problem. Although the school cannot be all things to all people, it is the only agency that has access to the children while change is still possible. Also in the elementary school the potential dropout can be more readily helped because the child is usually with a single teacher for the entire day. The teacher has an opportunity to see the student in a variety of situations and consequently gets to know the child well. Once a student enters the secondary school, he must get used to five or six teachers each day because he has a different teacher for each subject. Not only does this mean that the student

must be capable of adjusting to many teachers, but it also prevents any one teacher from knowing all students well. Furthermore, the writer believes the student has a greater opportunity to cover his deficiency, and as a result, may continue in school without ever fully developing his skills. In one U.S. Department of Education survey of students from the class of 1980, the largest number of dropouts said "they left school because of poor grades" (USDE, 1987:1). Statistics from research show that students who score low on achievement tests are six times as likely to drop out as those who score higher (Orr, 1987).

Paralleling the development of academic skills is the development of attitudes that assist students to progress in school. The writer mentions this because as the teacher helps students acquire skills, the teacher provides opportunities for the development of attitudes as well. In fact, the development of healthy attitudes is dependent upon an honest appraisal of each student. The writer often hears students and parents say it is difficult to understand why the student had such great difficulty in the secondary school when the child was doing so well in elementary school. Teachers in the elementary school need to be completely honest with the student who is having academic difficulty. A student

who is not doing acceptable work must be helped to understand the nature of his difficulty and the problems he might encounter when competing with others. The writer strongly believes that students might show academic improvement if they knew exactly what to do and how to do it.

As reported in a Chicago Public School study, "low reading scores in the elementary grades are a primary indicator of strong dropout potential in high school" (Lakebrink, 1989:36). Furthermore, as was suggested by Slavin (1989), this is an indicator that can be used to pinpoint the need for some form of early dropout prevention intervention. Research suggests that the potential dropout can be identified by the time he reaches fourth grade, for at this point in their education the basic skills become tools for other subjects. This is the time when the inadequacies of the students are more openly revealed (Lakebrink, 1989). In the primary grades, the major function of the school is to assist students in the development of the necessary basic skills. Reading as a skill is the major focus. However, by the fourth grade, reading is no longer an end in itself. The simple act of reading is no longer sufficient evidence of adequate school performance. Reading beginning with fourth grade becomes a necessary

tool for studying social studies, science, spelling, and mathematics. The writer has both observed and experienced that at this point, merely having the ability to pronounce and recognize words is not enough, and the student who has difficulty in reading will be handicapped in many of his studies. Reading is now part of the language arts program and a student with a reading problem is going to have a very difficult time in all subjects.

Lack of student achievement then will result eventually in nonpromotion. A recent analysis in Cincinnati found that 40 to 50 percent of those who were retained once later dropped out, and that 60 to 70 percent of those retained twice dropped out (USDE, 1987). The vast majority of research has favored the promotion of low achieving pupils rather than retaining them in the same class. Retention by itself generally does not help at-risk students to make significant academic strides.

Teachers in the writer's school have made the following comments regarding retainees in the classroom:

(1) Older students in class seem to have some difficulty relating to classmates and for many students, being accepted by their classmates is more important than being able to perform

their academic work.

(2) The overaged child often lacks motivation and this continued failure results in a poor self-concept.

(3) Some retainees simply withdraw from the classroom situation or become a discipline problem.

Since retention is not the answer to low achievement, the writer believes that alternate ways of bringing about student success must be continually investigated. School districts and educators themselves are employing different strategies to achieve success, especially in the area of reading.

The Ohio Department of Education through collaboration with local schools and teacher training institutions developed use of the New Zealand Reading Recovery Program. One-on-one reading instruction was provided for high-risk first graders. Results indicated that 90 percent of the at-risk students reached average level reading skills after 30 to 40 hours of one to one instruction (Boehnlein, 1987).

In Buffalo, Project SMART (Summer Math and Reading Tasks) helped students improve their basic skills without the student ever leaving home. Students in grades three through six who scored in the lowest 23

percent on standardized tests received reading and mathematics activity booklets on the last day of school, along with instructions on when and where to mail weekly assignments. Teachers provided constructive comments, graded the lessons, and returned them by mail. Dial-a-Teacher provided extra assistance. Evaluations showed that this program helped students maintain and in many cases improve their skills (USDE, 1987).

Project ADVANCE in San Antonio, Texas was a program designed that provided an intensive mathematics and language arts curriculum. This was implemented by experienced and well-trained teachers. While the expectation was that students completing the program would move up one grade, those who met all criteria would receive double promotions. Teachers concentrated on hands-on activities and projects rather than conventional worksheets. Results showed that 10 out of the 16 who completed the fourth-grade program were moved up to the sixth grade. Two were promoted to the fifth grade (Yarbrough, 1989).

Fourth graders in New York City who had not met mandated standards entered the Promotional Gates Program. It stressed two principles, that peers should remain together in remedial classes and that material should be taught differently each time a student

repeated it. The fourth grade retained Gates students showed substantial gains in reading achievement during the Gates year (1982-1983). After that they maintained their standing relative to the grade-comparison group through 1986-1987 (Gampert, 1989).

Minneapolis provided remedial teachers for students who had low academic scores. These teachers were in addition to the district's regular classroom and Chapter I teachers. The remedial teacher would teach reading in small groups outside the regular classroom. The percentage of students who passed tests required for promotion to the next grade had substantially improved (USDE, 1987).

Michael Brownstein, a teacher, was founder and director of RAMP (Reading and Math Program) in a Chicago elementary school. He set up an after-school volunteer tutorial program. By the end of a year, one particular student's reading performance improved by 34 months on standardized testing. The student was then placed at the appropriate grade level (Brownstein, 1988).

After reviewing the research on those strategies that improved the reading performance of at-risk students, the writer concludes that all programs have the following denominators in common for success: (1) additional time was given on reading instruction with

immediate feedback provided, and (2) the use of materials and approaches varied rather than repeating that method which previously had failed for the student. According to Lehr (1988) detailed feedback from the teacher helps at-risk students evaluate their progress. Moreover, research indicates that potential dropouts exhibit the same characteristics as slow learners. They are not highly verbal. Nor are they strong in auditory and visual discrimination. They are physical-centered rather than conceptual-centered, visual rather than oral, inductive rather than deductive, slow rather than fast, and problem-centered rather than abstract-centered. All of these are clues teachers must recognize and utilize in order to work effectively with these students.

At this point there are two important factors to be considered: (1) What type of instructional method should be presented to the at-risk students, and (2) What strategies and materials should be utilized for implementation by the classroom teacher to enhance students' reading performance.

Solution Strategy

All formats of instruction are important because they bring different possibilities to the learning

process by meeting different learning styles. To increase the reading comprehension of the targeted fourth graders at risk, the writer chose the nonprint media format not only because of the opportunities it presents for the classroom teacher to vary instruction, but it offered a viable alternative for at-risk students to increase their reading performance using their visual skills without relying on the printed word. This is opposed to the basal reader approach currently practiced in the writer's school. Essentially, the writer's solution strategy involved using a literature-based video in conjunction with a corresponding literature book for each student. A curriculum plan for the selected books was developed by the writer as a guide to be used by the classroom teacher. According to Smith (1987) using media provides a way to continue instruction without the teacher having to be constantly involved, often captures the attention of students who might not attend constantly to the teacher's voice, and using various media brings excitement to the learning task. In addition, there is evidence which suggests that less proficient readers can enhance reading comprehension through oral language opportunities. Also, research suggests that while listening and reading comprehension are related, but not identical, developing

skill in comprehending what is heard does contribute to comprehending what is read.

In considering the strategies to be utilized in the curriculum plan, it is important to have the teacher teach to all modalities (auditory, visual, tactile/kinesthetic) in order to facilitate improved reading performance. Based on research Lehr (1988) concluded, instruction that is interactive and requires students to use several modalities increases achievement gains. Piaget broke down the process how children learn into stages. He found that if children have many and varied manipulative experiences, if they are given all the time they need, if they are encouraged to play with materials, if they have ample opportunity to talk while they are working and to practice using language appropriate to describe their experiences; then the ways are open to them to learn thoroughly and to grow in understanding (Piaget, 1970).

Before the objectives of this plan could be accomplished through the selected strategies, the teachers were inserviced as to the purpose of this supplemental reading program. This way of teaching reading requires a "thorough knowledge of children's literature stories, an internalization of the reading process, and a thorough understanding of children"

(Huck, 1987:381). This is why it was important to select fourth grade teachers who were enthusiastic and willing to spend extra time on this reading intervention plan. A teacher who can create a safe, positive classroom environment is the key to enhancing a child's reading performance and attitude toward reading.

To incease both the reading comprehension and to improve the reading attitude of the targeted population of fourth grade at-risk students, the writer developed a nontraditional instructional plan based on the following principles:

(1) "At risk students are motivated by learning assignments that are unique" (Lehr, 1988:53). Therefore, the writer prepared a supplemental curriculum plan for the teachers to follow that involved a presentation of the following four literature stories utilizing a video film and a corresponding book: The Nutcracker, Where the Wild Things Are, The Sorcerer's Apprentice, and The Secret Garden.

(2) "Low achievers are reinforced when they experience success on appropriately challenging material" (Lehr, 1988:52). The curriculum did not need to be watered down for these students, but it provided a variety of

activities and opportunities for students to respond actively. At-risk students often are multisensory learners and need to be actively involved by using games, role playing, and simulations.

(3) "To increase the likelihood of student learning, present information in an interesting and dramatic way" (Lehr, 1988:54). The writer's instructional method of using nonprint media such as video movies and tape recorders induced the students' curiosity and generated their own motivation to learn.

(4) "Retelling is a strategy that less proficient readers can use to improve their reading comprehension" (Koskinen, 1988:892). Furthermore, according to Koskinen, Gambrell and Kapinus (1988), fourth grade students who engaged in retelling did as well or better on comprehension tasks as students who answered questions about a text selection. In fact, after only four retelling experiences, students were more proficient in their free recall performance and in responding to both text explicit and text implicit questions about what they had read. Therefore, the

writer used this instructional strategy with every story to engage the students in verbal rehearsal to enhance their comprehension.

(5) Older children need a well-planned Read-Aloud Program to stimulate interest in books and to introduce them to quality literature which might be beyond their reading ability but not their comprehension levels (Huck, 1987:377). According to Madden (1988), grouping students into teams (two or more people) and then having them respond to a story that has been read aloud increases students' reading skills. The writer planned for each story to be read aloud to the students before it was read silently or viewed on the video. Reading aloud was presented by the teacher to the student and occurred by the student to the student. Afterwards, students worked together in small groups to complete reading activities. Indirectly, this may have influenced or developed the students' appreciation for well-written books.

(6) "Material should be relevant to the world of the low achiever" (Lehr, 1988:50). Students are more likely to achieve the learning

objectives if they can see the meaning and reason for mastery. Students' reading comprehension increases when they possess background knowledge or experiences relevant to the story. Therefore, the writer stressed the building of vocabulary words.

(7) "When using cognitive modeling, teachers make the invisible learning visible by thinking out loud as they solve the problem" (Lehr, 1988:54). Therefore, the writer selected the strategy of story mapping to be incorporated within the curriculum plan. This helped the low achiever understand the structure of the story itself in order to develop the process of higher order thinking skills.

(8) "At-risk students respond positively to tasks that yield a finished product that they can model or display" (Lehr, 1988:53). Therefore, the writer incorporated art activities into the curriculum plan such as illustrations and forms of puppetry. These hands-on, concrete experiences can make abstract content more personal, concrete, or familiar for low achievers.

(9) "Instructional methods that accelerate student achievement, especially that of students at risk, include...cooperative learning programs" (Slavin, 1989:12). In cooperative groups students work in small learning teams to master material initially presented by the teacher. Therefore, the writer instructed the teachers apply this method so that discussions, games, retelling, drama interpretations, and other activities were taught in small groups of students.

To increase the students' awareness of good children's literature, the writer asked the librarian to place an emphasis on children's literature classics during this 10 week period. The librarian accomplished this through bulletin boards, book displays, and the showing of additional video films based on children's literature books available to the students within the library. In addition, each student selected a literature book from the library to read to a younger child. This writer was responsible for contacting the primary teachers to arrange for the implementation of this activity. Huck (1987) confirms that children through reading books themselves and hearing them read become familiar with "book language" and will slowly

develop a sense of story.

When teachers help at-risk students understand the purpose of the learning at-hand, low achievers will see academic activities as learning opportunities. This can be achieved when teachers state objectives with clarity and provide a framework for organizing the material (Lehr:1988). The writer requested that the targeted population keep a Time Log which helped increase students' awareness of the additional time being spent on reading within the classroom.

Through utilization of the aforementioned strategies, the writer sought to increase the reading comprehension among fourth grade students in the targeted population. Each strategy was implemented at the classroom level, requiring a minimum amount of preparation for the two teachers who were enthusiastic and knowledgeable about literature. Both the equipment and materials were standard to the classroom, except for the VCR that was located in the media center. This strategy was relatively cost-efficient since this school's administration agreed to purchase the first four video films and the corresponding set of books.

CHAPTER III

Method

Resources

Various materials and people were utilized for initiating a program that would be efffective in reducing the number of potential dropouts. First, in order to identify the children at-risk, the writer obtained the county's list of possible indicators for identifying the potential dropout (Appendix B:81). From this list a survey was developed for each fourth grade teacher to identify those students at-risk within the classrooms (Appendix C:82). Furthermore, the cumulative records of the fourth grade students were reviewed to insure that all background information was researched. Next, an informal interview with the fourth grade teachers enabled the writer to determine and select the teachers who would be willing to accept the extra work required for implementation of a supplemental reading program in the classroom. The targeted population was then chosen within these teachers' classrooms. All information was shared with the principal and received his approval and support for the development of a supplemental reading plan based on four children's literature stories.

To obtain the financing of the project, the principal agreed to purchase videos of the children's literature stories and the written books that would accompany each video. The writer utilized research from educational magazines and the district's media center supervisor for input as to which stories would be appropriate for the C.A.R.P. project. Several months prior to implementation, time was spent visiting video and book stores to coordinate the videos to the corresponding books. As a result, the four videos and seven copies of each book were purchased for a total of $260.00. The books purchased were: 1) The Nutcracker retold by Ronald Kidd, 2) Where The Wild Things Are by Maurice Sendak, 3) The Sorcerer's Apprentice by Inga Moore, and 4) The Secret Garden retold by Louise Betts. Televisions were already standard equipment in each teacher's classroom. The video cassette recorders (V.C.R.) were available for checkout from the school's library.

An additional resource involved an inservice workshop for the fourth grade teachers. The teachers were given an outline of the curriculum plan and a suggested schedule to follow for administering the four stories and the follow-up activities (Appendix E:85). The importance of viewing the videos and the reading of

the stories beforehand was discussed. The writer pledged immediate support and assistance when requested by the teachers. Daily contact with the teachers occurred to insure that the video, books, and needed materials for activities were available for the teachers' use. This time was also used to answer any of the problems or questions the teachers had. Also, the librarian attended the workshop and agreed to emphasize additional children's literature stories through the showing of videos.

Prior to implementation of the project, the writer contacted the district's Florida Diagnostic and Learning Resources System's (FDLRS) media center seeking a nationally normed reading test that would measure a student's growth in reading comprehension. The Woodcock Reading Mastery Tests were recommended. Having two complete forms, the tests were useful for measurement in pre-test and post-test research projects. The two forms of the Woodcock Reading Mastery Tests are designated as Form A and Form B and will be used as a pre-test and post-test evaluation (Appendix D.1:83, D.2:84).

Monitoring

The implementation phase of this supplemental reading program was scheduled for a period of 10 weeks. A two week period of instruction was established for each literature story. The curriculum format for each story was similar and this basic plan was repeated four times, totaling a period of eight weeks of activities for the two fourth grade teachers whose classrooms collectively encompassed 11 students in the targeted population. The writer had scheduled the teacher inservice workshop for Week One, but held it earlier realizing that the teachers needed more time to preview the video and books at their own pace. During this workshop each teacher was given the Teacher Inservice Instructions as a basis for discussion (Appendix E:85).

In an attempt to increase the reading comprehension of the targeted population, the writer designed a 10 week plan that included a description of the following activities week-by-week:

Week 1

1) Administration and scoring of the Woodcock Reading Mastery Test (Form A) (Appendix D.1:83)
2) Letter to Parents sent home (Appendix F:93)

Prior to administration of the reading program, the writer gave the targeted population a pre-test using the Woodcock Reading Master Test (Form A) measuring both word and passage comprehension. An advantage of these subtests was that the tests were designed to be used in part. Both subtests, the Word Comprehension and Passage Comprehension, composed a Reading Comprehension cluster or profile. The Word Comprehension Test contained 70 items designed in an analogy format to measure a student's knowledge of word meanings. The Passage Comprehension Test contained 85 items of a modified cloze procedure type. All test items required a response to be provided by the student rather than to be selected, thus any guessing effect on scores was virtually eliminated. The Reading Comprehension cluster required approximately 25 minutes to administer for each of the 11 students.

Secondly, the writer explained to the targeted population that they would be involved in a special reading project within the classroom. The purpose was to increase their reading comprehension using a different approach from their basal readers. Their teacher and the writer as their Chapter 1 teacher would be working together on this project. Moreover, notification of this project would be given to their

parents through a letter being sent home by their classroom teacher.

Week 2

1) Administration of pre-evaluation for story number one, The Nutcracker (Appendix G:95)
2) Students write in Reading Record Log (Appendix I:97)
3) Vocabulary building for story number one (Appendix H:96)
4) Students listen to story number one on cassette tape
5) Teacher develops a story discussion using Sample Questions (Appendix J:98)
6) Teacher shows videotape of story one
7) Students illustrate a story event

The writer composed the pre-evaluation for The Nutcracker that the classroom teachers administered. Also, vocabulary charts were made and teachers were given index cards with files for each student to begin a vocabulary file box. Then books, teacher-made cassette tapes, videotape, and art paper for illustration of story events were distributed. Miniature nutcrackers were given to the students during the vocabulary discussion. Not one student had ever seen a nutcracker

before. By the end of that day, one nutcracker was broken, one stolen, and one was found in a pocket. The writer was present during the videotape which had to be divided into two showings due to its 105 minutes in length. Students illustrated while they watched the ballet dancers in the Sugar Plum Fairy Castle (Part II). The music provided a pleasant background for this activity. The writer collected the students' illustrations and made a bulletin board in the Chapter 1 classroom combining pictures in sequence from fourth grade groups. The students were very proud of their work.

Week 3

1) Story Map (Appendix K:103)
2) Students retell favorite part of story one
3) Cooperative learning group activities:
    a. Students make a comprehension game for story number one
    b. Skill: Compound Word Activity (Appendix L:104)
4) Administration and scoring of post-evaluation for story number one (Appendix G:95)
5) Students complete the Reading Record Log for story number one

The writer provided the fourth grade teachers with story mapping outlines for the students' use, and with materials for the making of a reading comprehension game about The Nutcracker. Each classroom's game took approximately 30 minutes to play after completion. The writer collected the games and provided the students in each group the opportunity during their Chapter 1 period to play the game of the other group. The students unanimously requested a repeat of this "game day". The writer collected and scored the post-evaluations and continued this procedure after each story was completed.

Week 4

1) Administration of pre-evaluation for story number two, Where The Wild Things Are (Appendix M:105)
2) Students write in Reading Record Log
3) Present background information about the author (use book jacket)
4) Vocabulary building for story number two (Appendix M:106)
5) Students listen to story number two on cassette tape
6) Teacher develops a story discussion using Sample Questions

7) Teacher shows videotape of story two

8) Story mapping

The writer distributed the pre and post-evaluations, vocabulary charts, index cards for vocabulary words, books, teacher-made cassette tapes, video, art supplies, and the skill-work activity to the teachers for the second story's activities. Teachers commented that the students were anxious to begin reading this book. One student recalled that the author of Where The Wild Things Are, Maurice Sendak, also produced the costumes for the ballet in The Nutcracker video. Surprisingly, the videotape of Where The Wild Things Are was produced as an opera. This concept needed additional reinforcement before its presentation.

Week 5

1) Students practice retelling the story

2) Cooperative learning group activities:

   a. Students divide story number two into parts for a flannel board presentation

   b. Students create characters and scenery for the flannel board story

   c. Skill: Word Meaning Activity (Appendix O:108)

3) Administration and scoring of post-evaluation for story number two (Appendix M:105)
4) Students complete the Reading Record Log for story number two

Both fourth grade teachers commented that the students at first requested to make a comprehension game again. However, the students' interest changed after they began preparing for the flannel board presentation. The writer aided in the art activity because all materials had to be backed with flannel or velcro. Students easily divided the story into parts for the presentation. At first the students were timid during the oral presentations, but this greatly improved. The writer arranged for the target population to present the flannel board presentation of Where The Wild Things Are to several primary classes. The librarian furnished puppets that represented characters from the book to enhance the groups' presentations. The students exhibited much excitement throughout the activities.

Week 6

1) Administration of pre-evaluation for story number three, The Sorcerer's Apprentice (Appendix P:110)
2) Students write in Reading Record Log

3) Vocabulary building for story number three (Appendix Q:111)
4) Students listen to story number three on the cassette tape
5) Teacher develops a story discussion using Sample Questions
6) Teacher shows videotape of story three
7) Students begin to retell their favorite part of the story or read their favorite part into a tape recorder

The writer again distributed the pre and post-evaluations, vocabulary charts, index cards for vocabulary words, books, teacher-made cassette tapes, video, vocabulary skill activity, and art materials for the poster creation. All students were extremely attentive while listening to the story on the cassette tape. Both teachers requested additional assistance for helping the students record their favorite part of the story on a different cassette tape. Students appeared fearful of doing this in the beginning, but experienced much enjoyment while listening to themselves read.

The students found the vocabulary difficult to comprehend. For this reason, the writer adjusted the skill activity to be vocabulary oriented and decided

to help the students create a vocabulary game during the Chapter 1 period for further reinforcement. The fourth grade teachers found this helpful for the students. In the future, less vocabulary words could possibly be presented.

Week 7

1) Story mapping
2) Cooperative learning group activities:
    a. Students create a poster about the book
    b. Students participate in listening to each others recording of their favorite story part
    c. Skill: Vocabulary Game Activity (Appendix R:113)
3) Administration and scoring of post-evaluation for story number three (Appendix P:110)
4) Students complete the Reading Record Log for story number three

The writer helped the teachers create a display of the students' posters. Students presented their posters to the entire fourth grade classrooms with the aid of the previous student-made recordings they had begun in Week Six. One student's poster read, "I liked the book

because I can learn from it."

Week 8

1) Administration of pre-evaluation for story number four, The Secret Garden (Appendix S:116)
2) Students write in Reading Record Log
3) Vocabulary building for story number four
4) Students listen to story number four on cassette tape
5) Teacher develops a story discussion using Sample Questions
6) Teacher shows videotape of story four (Part I)

Distribution of the pre and post-evaluations, vocabulary charts, index cards for vocabulary words, books, teacher-made cassette tapes, videotape, and art materials were presented to the teachers. Both the reading of the book and the showing of the video had to be divided into two parts due to the length of each. The fourth grade teachers requested the librarian's help to show the videotape to all of the targeted population at one time. An adjustment was also made this week regarding the mural. The librarian wished to supervise this activity in order that the mural would become a bulletin board display for the library.

Week 9

1) Teacher shows videotape of story four (Part II)
2) Story mapping
3) Students retell favorite part of story four
4) Cooperative learning group activities:
   a. Students work on mural
   b. Students create a game for the skill activity: "Character Decription" (Appendix U:119)
5) Administration and scoring of post-evaluation for story number four (Appendix S:116)
6) Students complete the Reading Record Log for story number four

The students continued working on the mural with the librarian's help. This activity extended into Week 10. The teachers supervised the students making of game boards within the classroom. The writer supervised the making of the "Character Description" activity cards during the students' Chapter 1 period. The game was played within the classrooms and the Chapter 1 room. Some students asked the teachers if they could make their own game to be taken home. Additional materials were provided.

Week 10

1) Presentation of certificates
2) Students read a children's literature book to a primary child
3) Administration of the Student Reading Attitude Survey (Appendix V:121)
4) Administration and scoring of the Woodcock Reading Mastery Test (Form B) (Appendix D.2:84)

Certificates were awarded within the fourth grade classrooms to the targeted population for the completion of the supplemental reading program. Students commented, "When do we begin another project?" Arrangements were made with the kindergarten teachers for the targeted population to read a children's book to individual students. Three students requested not to participate. The writer administered the Student Reading Attitude Survey to the targeted population within the Chapter 1 period. Each question was read orally to the students in a group situation. A written response was given by the students as feedback and used towards the objectives of this program. Also, throughout the week the writer administered the word comprehension and passage comprehension subtests from

the Woodcock Reading Mastery Test (Form B). Results were then shared with the teachers.

Students were anxious to take home all materials. Throughout participation in the program, students kept and organized their work in large brown envelopes. At the completion of the 10 week plan, each student's envelope contained the following items: 1) vocabulary cards, 2) story maps, 3) game cards, 4) art activities, 5) post-evaluations, 6) reading record log, and 7) a certificate.

Evaluation

In evaluating the C.A.R.P. reading program, three problems were identified:

1. Coordinating a videotape to a matching book is a time consuming task. The vocabulary, interest level, and the length of both the book and video are important factors to consider for each grade level. Also, a video may need to be purchased without a preview beforehand. In this case, the video for Where The Wild Things Are was an opera without the writer's prior knowledge.

2. The implementation schedule created pressure. Both fourth grade teachers expressed that beginning a new literature story every two weeks was hectic. In the future this will not occur. Fourth grade teachers will have the school year to utilize the videos and books within their own time frame.

3. The fourth grade teachers encountered discontentment from those students not in the targeted population. The other students within the classroom continually expressed a desire to be part of the group. Consequently, the writer helped the teachers set up special activities within the classroom for the other students. This involved extra work and time. In the future, the writer recommends for the teachers to implement the reading intervention program class-wide. Cooperative learning activities could be accomplished through ad-hoc groups at the teacher's discretion.

On the other hand, advancement toward the achievement of the principles in this instructional plan were evident:

1. Students were motivated to participate in the reading activities throughout the intervention plan. They often commented, "What are we doing today?" or "Remember, it's my turn to retell the story today." This enthusiasm was observed by both the writer and the two fourth grade teachers.

2. Students experienced academic success. The curriculum was not watered down for the targeted population, but was presented in a variety of ways teaching to all modalities. The students' successful reading performance was evident by the students' scores on the post-evaluation. In addition, through increased experiences with the vocabulary words, students exhibited excitement over this new knowledge. This was shown in the making of their own vocabulary words and when they discovered the words in the story.

3. Students showed an increased understanding of each story's structure. This was observed by the fourth grade teachers during the story mapping activity. By the third story, many students wanted to complete the story map independently.

4. Students worked effectively together during cooperative learning activities. Both fourth grade teachers were surprised at how well the students took responsibility for their own learning. They divided tasks among themselves with little disagreement. The final results were always positive showing that hands' on concrete experiences can make the reading content more personal or familiar for these students.

5. Students gained a better awareness of good children's literature. This writer observed that this was partially accomplished through the knowledge and enthusiastic attitudes of the two fourth grade teachers. The librarian also commented that the targeted population appeared to be asking for more help in their selection of books.

Other improvements that could not be measured were plainly evident. The students exhibited a better self-esteem and commitment to learning. Behavior improved during the reading intervention time in contrast to the basal reading period. Students demonstrated a sense of belonging. A special camaraderie was developed during this time and students acted as caretakers for each other. In addition, the students increased their awareness of ballet and opera. This was contributed to the video of The Nutcracker and Where The Wild Things Are respectively. Overall, the general feeling of the targeted population was that this program would be effective for all fourth graders and should, therefore, be repeated.

CHAPTER IV

Results

Assessment of this project's results have been divided into four components to reflect the degree to which the four outcome objectives have been achieved.

1. Prior to implementation of the supplemental reading program, the targeted population was given the Woodcock Reading Mastery (Form A) word comprehension and passage comprehension subtests as a pre-test. Following the completion of the reading program's activities, these same students were given Form B as the post-test. The first outcome objective specified that students would demonstrate a minimum gain of two months on the Reading Grade Score of the word comprehension subtest when comparing the difference between the results of the post-test with the results of the pre-test. Results for both the word comprehension and passage comprehension subtests are shown in Table 3 and Table 4 respectively.

Table 3

Results of Post-Test of the

Word Comprehension Compared

With Pre-Test Results

Target Student	*Reading Grade Score/ Pre-Test	Reading Grade Score/ Post-Test	Number of Months Gain
T1	2.0	3.2	12
T2	2.6	3.0	4
T3	2.8	3.7	8
T4	2.9	3.8	9
T5	2.3	3.9	16
T6	3.8	4.7	9
T7	2.8	3.5	7
T8	2.1	3.2	11
T9	2.2	2.9	7
T10	3.0	4.4	14
T11	2.2	2.9	7

*The Reading Grade Score is the grade level at which it is predicted the student will perform at 90 percent mastery of word comprehension tasks on which average students at that grade level would also demonstrate 90 percent mastery.

As can be seen from this information, the writer's goal of increasing the Reading Grade Score for Word Comprehension by a minimum of two months for each student in the targeted population was fulfilled.

Table 4

Results of Post-Test of the

Passage Comprehension Compared

With Pre-Test Results

Target Student	*Reading Grade Score/ Pre-Test	Reading Grade Score/ Post-Test	Number of Months Gain
T1	2.5	2.7	2
T2	2.7	3.9	12
T3	2.2	3.0	8
T4	3.2	3.4	2
T5	2.8	3.5	7
T6	3.1	4.1	10
T7	2.4	2.9	5
T8	2.8	3.3	5
T9	2.1	2.7	6
T10	2.7	3.7	10

*The Reading Grade Score is the grade level at which it is predicted the student will perform at 90 percent mastery of passage comprehension tasks on which average students at that grade level would also demonstrate 90 percent mastery.

Likewise, the information tabulated in Table 4 confirms that the targeted population successfully met the first outcome objective for Passage Comprehension. In general, the writer assumes that the increase in grade equivalant scores demonstrated that the supplemental reading program had a positive effect on the students' reading comprehension.

2. Objective two stated that following the implementation of the children's literature stories on video with the coordinating literature book, 80 percent of the students would respond favorably to a Student Reading Attitude Survey as measured by questions one through eight. Table 5 denotes the results of the specified questions on the reading survey.

Table 5

Results of the Student
Reading Attitude Survey
Percent Response

	Yes	No
1. Do you like reading?	100	
2. Would you choose a literature book to read during silent reading time?	91	09
3. Would you recommend children's literature to your best friend?	91	09
4. Do you like to go to the library?	100	
5. Do you like to read to others?	64	36
6. Do you like working together in groups?	91	09
7. Do you take time out to read each day at home?	100	
How long?_____		
8. Would you buy a book for yourself?	82	18
Would you buy a book for a gift?	100	
9. Which reading activity would you rather do?		
a. Read a book on your own		
b. Have someone else read a book to you		
c. Listen to a tape about a book		
d. Watch a movie about a book		
e. None of the above		

As indicated by Table 5, seven out of the eight questions received over an 80 percent favorable response. A 64 percent favorable response to question five is not unrealistic considering the targeted population is composed of low achievers in the reading area. This writer orally added a question 10 and 11 to the survey. Question 10 asked, "Did you like reading on the tape recorder?" In contrast to question five, 100 percent of the students answered yes. Question 12 asked, "Which children's literature story did you like best?" The majority of students wrote Where The Wild Things Are. This book contained the fewest words on a page and was consequently the shortest in length. On the contrary, the video was the most difficult to understand. It was entirely opera and some students expressed during the presentation that they could not understand the words. However, the students commented that the story could be followed due to having read the book first. The average favorable response to all nine questions was 91 percent. In addition, 10 out of the 11 students responded to question nine by indicating a preference for a reading acitivity that included a combination of watching a movie about a book along with listening to a tape about a book or having someone else read a book to you. This writer concluded that the

supplemental reading program enhanced the student's attitude toward reading and helped develop a deeper appreciation towards children's literature books.

3. According to the third outcome objective, the students would increase their knowledge of the four children's classics as evidenced by teacher observation and measured by a passing score of 80 percent for each student on all post-evaluations. Table 6 shows the results of the post-evaluation scores for each student in the targeted population.

Table 6

Results of the
Post-Evaluation Scores
For the Four Children's Classics
Percentile Score

Target Student	Story One	Story Two	Story Three	Story Four
T1	40	100	80	80
T2	100	80	100	80
T3	100	80	100	80
T4	100	80	100	100
T5	80	100	80	80
T6	100	100	100	100
T7	100	100	80	80
T8	100	80	100	100
T9	100	100	80	40
T10	100	100	80	100
T11	100	100	100	100

Table 6 shows that the criteria for successfully meeting the third objective was achieved by all students except T1 and T9. The T1 student requested after the post-evaluation for the teacher to read the questions orally. The student's score changed from 40 percent to

80 percent. The T9 student experienced many absences during Story Four's implementation. Comments from teachers were positive. Students' enthusiasm and eagerness in participation was evident during cooperative learning activities. Similarly, this writer observed both excitement and meaningful dialogue among the targeted population over the stories read.

4. The final objective specified that in order for the target population to be aware of an increase in the amount of time spent on reading activities within the classrooms, each student would maintain a simple reading record log. This activity was encouraged by the teachers but not mandatory. One hundred percent of the targeted population kept the reading record log up-to-date and entered comments. In a few instances students asked the teacher to record the comments for them. The following are a few examples of the comments written:

> "I like the book. I like the move [movie]. I like the opea [opera]. I feel like a wild thing."

"I like the video and the movie and vocabulary and book. It was so good I tell it to my mom."

"I like it because I think it is really a good story. And we like the part when he transformed into a real live soldier and a real person. I really enjoyed the story."

"I liked the game and the story maping [mapping].

"I read the book again. It was exsiding [exciting].

"It was o.k. I liked best when the boy said, 'I messed up, but all the time I was learning.' That's just like me." (Teacher was asked to record this comment)

Overall, the students expressed favorable responses regarding the supplemental reading program. When asked if they felt this additional time spent on reading activities increased their reading comprehension and understanding, the overwhelming reaction was "yes". All

students agreed that other fourth grade students would like to participate in this special project.

In short, the results of the Woodcock Reading Mastery subtests and the post-evaluation scores measured improvement in reading comprehension. Not only were the students given activities that provided opportunities for achievement, but the efficacy of the teachers involved had a positive impact upon the entire program.

CHAPTER V

Recommendations

The major goal of this project was to increase the reading comprehension of the targeted population. Results from this practicum prove that this supplemental reading program was effective. Therefore, the writer recommended and received the principal's approval for the four children's literature stories along with the matching videos to become the beginning of a Video Library for the fourth grade teachers' use in the classroom. Each of the four literature sets included seven books, one video, and the writer's reading curriculum plan. The librarian has agreed to purchase additional literature books and videos to expand the collection.

The practicum writer suggests that this program become an on-going project at the writer's school until all grade levels have a literature collection as part of the Video Library. Assigning a volunteer teacher to preview books and videos beforehand would be beneficial. Those teachers on a specified grade level possess the expertise to select the literature stories that meet the criteria for the low achiever's reading interest level.

In addition, the writer advises that an inservice workshop be provided to the school's faculty at the beginning of the 1990-91 school year. This presentation would achieve the following two goals: 1) to increase the faculty member's awareness of the current research on dropout prevention in regards to retention and low test scores in reading, and 2) to help familiarize the faculty with the new materials being placed in the Video Library along with the concept that this will be a continuous project. At this time volunteers could be elicited from each grade level.

The writer recommends three changes within the context of this reading intervention program. First, teachers should utilize the revised edition of the Woodcock Reading Mastery Tests. This county's FDLRS purchased the revised version after the writer initiated this practicum project. Secondly, expand parental involvement. The Letter to Parents sent home prior to the project's implementation was positive, but no follow-up was extended. Additional communications could be sent home during each literature story or at the conclusion, further suggesting specific guidelines on how parents could become more involved. For example, if The Nutcracker is presented during the month of December, a suggestion could be given to parents to take

their child to view the play on stage. Finally, Computer Assisted Instruction could be incorporated as part of the follow-up activities after each literature story. The motivational factor alone would make its use an asset to the program. The writer's school has no classroom computers, but is scheduled to receive an updated computer laboratory within the next year.

Since the problem of dropout prevention concerns all schools in this district, consideration should be given at the district level for offering this intervention for increasing reading comprehension to other schools. The writer has contacted the district's media center administration with this suggestion and will be sharing the results of the practicum and recommendations with the media center's supervisor. The writer will continually seek solutions to the problem of keeping at-risk students in school.

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APPENDICES

Appendix A.1

Education-Dropout Prevention Statute

EDUCATION—DROPOUT PREVENTION

Chapter 89-120

S.B.No. 711

AN ACT relating to education; providing for an outreach program to secure parental involvement in efforts to prevent students from dropping out of school; providing legislative findings and intent; requiring each public school which is designated a Chapter I school to establish an outreach program; requiring the program to conform to goals set forth in federal legislation; providing requirements for home visits; allowing a school district to contract for the conduct of the outreach program; requiring each participating school to submit an annual report to the Department of Education; requiring the department to submit an annual report to the Legislature; providing an effective date.

Preamble (Laws 1989, c. 89-120):

WHEREAS, preventing students from dropping out of school before high school graduation is a desirable goal, and

WHEREAS, poverty is widely acknowledged to be the single greatest contributing factor to the serious dropout crisis that faces this state and the nation, and

WHEREAS, the national Committee for Economic Development has affirmed that parental involvement is the key to improving the educational prospects of disadvantaged children, and

WHEREAS, Chapter I of Title I of the Elementary and Secondary Education Act of 1965, as readopted and amended, is intended to help disadvantaged students complete their public school education, and

WHEREAS, the School Improvement Amendments of 1981 states "that activities by schools to increase parental involvement are a vital part of programs under this chapter," and

WHEREAS, the School Improvement Amendments of 1988 sets forth in detail the goals of and the mechanisms for parental involvement, and

WHEREAS, it is in the best interests of the economy of this state to attempt to meet those goals so as to produce high school graduates capable of gainful employment in this high-technology age, and

WHEREAS, making contact with parents who are of the working poor often requires special efforts beyond those required to reach parents who are economically better off and likely to have more flexible schedules, NOW, THEREFORE,

Be It Enacted by the Legislature of the State of Florida:

Section 1. (1) The Legislature finds that minimizing the number of students who drop out of school before high school graduation is vital to the public welfare. The Legislature

further finds that education authorities widely agree that parental involvement in a child's education is a vital factor in keeping that child in school.

(2) The Legislature intends that the public schools of this state encourage the parents of impoverished students to be involved in the education of their children and to help their children stay in school. The Legislature further intends that the goals for parental involvement and the methods used to promote that involvement substantially conform to the goals and mechanisms set forth in Pub.L. 100-297, sec. 1016 of the "Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988," hereafter called the School Improvement Amendments of 1988, which amends the federal Elementary and Secondary Education Act of 1965.

Section 2.[1] (1) Beginning in academic year 1990-1991, each public school of this state which is designated a Chapter I school under Title I of the Elementary and Secondary Education Act of 1965, as amended and readopted (Chapter I), shall establish a program of outreach to the parents of educationally deprived children.

(2) The goals of the program must conform substantially to the goals set forth in the School Improvement Amendments of 1988 (Pub.L. 100-297, sec. 1016, entitled "Parental Involvement"), quoted below:

(a) To inform parents of participating children of the program under [Chapter I], the reasons for their children's participation in such programs, and the specific instructional objectives and methods of the program;

(b) To support the efforts of parents, including training parents, to the maximum extent practicable, to work with their children in the home to attain the instructional objectives of programs under [Chapter I] and to understand the program requirements of [Chapter I] and to train parents and teachers to build a partnership between home and school;

(c) To train teachers and other staff involved in programs under [Chapter I] to work effectively with the parents of participating students;

(d) To consult with parents, on an ongoing basis, concerning the manner in which the school and parents can better work together to achieve the program's objectives and to give parents a feeling of partnership in the education of their children;

(e) To provide a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated, and evaluated, allowing opportunities for parental participation, so that parents and educators can work together to achieve the program's objectives; and

(f) To ensure opportunities, to the extent practicable, for the full participation of parents who lack literacy skills or whose native language is not English.

(3) The outreach program must provide home visits on Saturdays and during evening hours, in order to accommodate parents who cannot take time to participate in the program during school hours because of requirements of their jobs.

(4) A school district may contract to have the outreach program conducted by an organization located in the community which the program is to serve and staffed by people familiar with that community.

(5) On or before August 1 of each year, beginning in 1991, each school district must submit to the Department of Education a report on the outreach program that each Chapter I school in that district conducted during the previous school year. The report must include a statement of the money spent on the outreach program and the qualifications of program staff; a clear, concise description of the procedures used in the program; an evaluation of how well the goals set forth in subsections (2) and (3) have been met; and documentation of the effect the program is having on the school dropout problem. On or before December 31 of the calendar year in which the school district submits its report to the department, the department shall submit to the President of the Senate and the Speaker of the House of Representatives a report that provides a statewide comparative analysis based on the district reports.

Section 3. This act shall take effect upon becoming a law.

Approved by the Governor June 26, 1989.

Filed in Office Secretary of State June 26, 1989.

Appendix A.2

Dropout Prevention Statute

230.2316. Dropout prevention

(4) Student eligibility and program criteria.—All programs funded pursuant to the provisions of this section shall be positive and shall reflect strong parental and community involvement. In addition, specific programs shall meet the following criteria:

(a) Educational alternatives programs.—

1. The program differs from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. Student participation in such programs shall be voluntary. The minimum period of time during which the student participates in the program shall be equivalent to three instructional periods per day unless the program utilizes a resource or tutorial model rather than regularly scheduled courses. The minimum period of time for a student in grades 9–12 may be equivalent to two instructional periods per day. The minimum period of time for a student in grades 6–8 may be equivalent to two instructional periods per day if the student is enrolled at least three periods or the equivalent in a state or federal compensatory education program.

2. The student has been identified as being a potential dropout based upon one of the criteria:

220.2316. Dropout prevention

(5) Program planning and implementation.—

(d) Districts may modify courses listed in the State Course Code Directory for the purpose of providing dropout prevention programs pursuant to the provisions of this section. Such modifications must be approved by the commissioner and may include lengthening or shortening of the time allocated for in-class study, alternate methods of assessment of student performance, and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of instruction.

Section 11. Subsections (3), (5), (6), (11), and (17) of section 235.011, Florida Statutes, are amended to read:

235.011. Definitions

Notwithstanding the provisions of s. 228.041, the following terms shall be defined as follows for the purpose of this chapter:

(3) "Board," unless otherwise specified, means a district school board, a community college board of trustees, or the Board of Trustees for the Florida School for the Deaf and the Blind. The term "board" does not include the State Board of Education or the Board of Regents.

(5) "Educational facilities" means the buildings and equipment, structures, and special educational use areas that are built, installed, or established to serve primarily the educational purposes and secondarily the social and recreational purposes of the community and which may lawfully be used as authorized by Florida Statutes and approved by boards.

(6) "Educational plant" comprises the educational facilities ~~buildings, equipment~~, site and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant.

(11) "Maintenance and repair" means the upkeep of educational and ancillary plants, excluding renovation, and including, but not limited to, roof or roofing replacement short of complete replacement of membrane or structure; repainting of interior or exterior surfaces; resurfacing of floors; repair or replacement of glass; repair of hardware, furniture, equipment, electrical fixtures, and plumbing fixtures; and repair or resurfacing of parking lots, roads, and walkways.

(17) "Renovation" means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure.

Section 12. Subsection (14) of section 235.014, Florida Statutes, is amended, subsections (15) and (16) are renumbered as subsections (16) and (17), respectively, and a new subsection (15) is added to said section, to read:

a. The student has shown a lack of motivation in school through grades which are not commensurate with documented ability levels, high absenteeism, or other documentation provided by student services personnel;

b. The student has not been successful in school as determined by retentions, failing grades, or low achievement test scores and has needs and interests that cannot be met through federal or state compensatory education programs or exceptional education programs;

c. The student has been identified as a potential school dropout by student services personnel using district or state criteria.

(6) Evaluation.—The Department of Education shall establish, by January 1, 1990, a set of minimum objective criteria for each program type under this section. In establishing the criteria, the department shall solicit school district input. Beginning with the 1987-1988 school year, each school district receiving state funding for dropout prevention programs through the Florida Education Finance Program as provided for in subsection (5) shall submit a biennial report to the Department of Education documenting the extent to which each of the district's dropout prevention programs has been successful in meeting the outcome objectives established by the district for the program. At a minimum, school districts shall develop by July 1, 1990, outcome objectives for each objective criteria established by the Department of Education. Such outcome objectives shall be included in the biennial report required under this subsection beginning in the 1991-1993 biennium. The department shall compile this information into a biennial report which shall be submitted to the presiding officers of the Legislature by February 15 of the second year of each biennium.

(12) Mini-schools as educational alternatives; incentive grants.—

(a) Beginning with the 1990-1991 school year, from funds specifically appropriated by the Legislature for this purpose, the Department of Education shall award incentive grants on a competitive basis to school districts to fund the startup costs associated with the development and initial operation of small, open enrollment, mini-schools as educational alternatives under the school district's comprehensive dropout prevention plan as described in subsection (5). Such incentive grants shall be awarded annually on March 15th of each year.

(b) Each school district interested in applying for an incentive grant shall submit a proposal to the Department of Education by January 30, 1990, on Department of Education forms. In order to be considered for funding, the grant proposal shall include, at a minimum, the following information and assurances:

1. A detailed description of the mini-schools to be operated, including a statement of philosophy, objectives, activities, type and grade levels of the school to be operated, instructional variations, number of students to be served, projected staffing and annual operating costs, location of the school, and certification that the proposal will be included in the school district's dropout prevention plan.

2. An assurance that students, parents, and teachers of the school district will be involved in the preplanning, development, and operation of the mini-school.

3. Assurance that the enrollment in the mini-school will be open to all students by choice with an equitable system of student selection and criteria for admission, to be developed and approved by the school district.

4. Assurance that the mini-school, if located within a currently operating school, will have self-governance as would any free-standing school administered by the school district.

5. A detailed program budget, displaying the amount of the grant requested and local funding contributions.

6. An evaluation component which identifies methods to be used to measure student performance outcomes.

(c) The Department of Education shall give priority to the following factors in awarding grants as specified in this subsection:

1. The overall demonstrable need for the mini-school.

2. The dropout rate of the school district.

3. The graduation rate of the school district.

4. The nonpromotion rate of the school district, and whether the proposed mini-school targets those grades having the highest nonpromotion rates.

5. The assurance of the school district that the mini-school will be opened by the start of the subsequent school year and that the school district has involved teachers, students, and parents in the planning process.

6. The extent to which the mini-school will be seeking the active involvement of community agencies and the private sector.

7. The extent and appropriateness of staff development.

(d) Each school district awarded a grant pursuant to the provisions of this subsection shall submit on a one-time basis a final report to the Department of Education documenting the expenditure of the grant funds and the extent to which the program objectives have been met. Such a report shall be submitted no later than 60 days after the start of the subsequent school year. Thereafter, school districts shall incorporate information on the mini-school in their biennial report as provided for by subsection (6).

Section 2. Subsection (22) of section 228.041, Florida Statutes, 1988 Supplement, is amended to read:

Appendix A.3

Drivers' Licenses-Age Requirements Statute

DRIVERS LICENSES—AGE REQUIREMENTS

Chapter 89-112

Committee Substitute for Committee Substitute for Senate Bill No. 265

AN ACT relating to drivers' licenses; amending s. 322.05, F.S.; prohibiting the Department of Highway Safety and Motor Vehicles from issuing a driver's license to persons under a specified age; providing exceptions; creating s. 322.0601, F.S.; specifying circumstances under which the department may issue a driver's license to certain persons under such age; providing for the suspension and reinstatement of such license; authorizing the waiver of licensing requirements under certain circumstances; amending s. 322.09, F.S., requiring minors to submit certain information; amending s. 322.14, F.S., requiring 15 year olds applying for restricted driver's licenses to be in compliance with compulsory school attendance requirements; creating s. 322.165, F.S.; authorizing the Department of Highway Safety and Motor Vehicles to refuse to issue driver's licenses to certain persons; requiring the State Board of Education to adopt rules; providing for future repeal; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsections (1) and (2) of section 322.05, Florida Statutes, are amended to read:

322.05. Persons not to be licensed

The department shall not issue any license:

(1) To any person, as an operator, who is under the age of 18 16 years, except that the department may issue:

(a) A restricted license as hereinafter provided to any person who is at least 15 years of age and, as applicable, meets the requirements set forth in s. 322.16 and any other requirements set forth in statute or in rule; or,

(b) An operator's license to any person who:

1. Is 16 years of age before January 1, 1990; or

2. Is 16 years of age and, as applicable, meets the requirements of s. 322.0601 and any other requirements set forth in statute or in rule.

(2) ~~To any person, as a chauffeur, who is under the age of 16 years.~~ Persons between the ages 16 years and 18 years who make application for a chauffeur's license shall be subject to the provisions of paragraph (1)(b) and to all the requirements and provisions of s. 322.09. Any person who applies for a chauffeur's license between the ages of 16 and 18 years shall have had a restricted operator's license, a temporarily instruction permit as required in s. 322.07, or an operator's license for at least 90 days prior to the time he shall be eligible to receive a chauffeur's license. The department may require of any applicant for a chauffeur's license such examination of the qualifications of the applicant as the department shall deem proper, and the department may limit the use of any license granted as it may deem proper.

Section 2. Section 322.0601, Florida Statutes, is created to read:

322.0601. Driver's licenses issued to certain persons under the age of 18 years

(1) The department may issue an operator's license to a minor at least 16 years of age but younger than 18 years of age if, at the time of application, such minor:

(a) Has received a high school diploma, a high school equivalency diploma, a special diploma, or a certificate of high school completion;

(b) Is enrolled in a public or private school and satisfies relevant attendance requirements;

(c) Is enrolled in a study course in preparation for the Test of General Educational Development and satisfies relevant attendance requirements;

(d) Is enrolled in a home education program and satisfies the requirements of s. 232.02;

(e) Is enrolled in a postsecondary vocational program or a postsecondary adult vocational program and satisfying relevant attendance requirements;

(f) Is enrolled in a job training program pursuant to chapter 446 and satisfying relevant attendance requirements; or,

(g) Is enrolled in other educational activities approved by the district school board and satisfying relevant attendance requirements.

(2)(a) An applicant for an operator's license shall provide written verification of compliance with the requirements of subsection (1) of this section or receipt of a waiver therefrom pursuant to subsection (5) of this section to the department. The necessary verification shall be obtained from the district school board. If the applicant is enrolled in or has graduated from a private high school, such verification shall be obtained by the applicant from the governing body of the private school. A school board shall not refuse to provide written verification of compliance with the requirements of this section to the department unless and until the school administration has completed the following escalating activities to determine the cause, and to attempt the remediation of, the minor's failure to satisfy relevant attendance requirements:

1. One or more meetings shall be held between a school attendance professional or school social worker, the minor's parent or guardian, and the minor, to report and to attempt to solve the attendance problem. However, if the school attendance professional or school social worker has documented the refusal of the parent or guardian to attend the meeting after a reasonable period of time has elapsed, then this requirement has been met and the school administration shall proceed to the next escalating activity;

2. Educational counseling and evaluation shall be provided to the minor to attempt to identify the specific condition, if any, that is contributing to the attendance problem and determine whether curriculum changes would help solve the attendance problem. If any changes are indicated, such changes shall be instituted. If proven unsuccessful in remedying the attendance problem or if the minor fails to participate, this requirement has been met. Such curriculum changes may include enrollment of the minor in a dropout prevention program meeting the specific educational and behavioral needs of the minor; and,

(b) When applying for a restricted license, an applicant must provide written verification to the department of compliance with the compulsory school attendance requirement or receipt of an exemption therefrom. Written verification shall be obtained from the district school board or governing body of the private school, as applicable. A school board shall not refuse to provide written verification of compliance with the requirements of this section to the department unless and until the school administration has satisfied the requirements of ss. 232.17 and 232.09(3).

(3) The district school board or the governing body of the private school, as applicable, shall provide written notification of its intent to request that the department suspend the driver's license of a minor failing to remain in subsequent compliance with the requirements of subsection (1) of this section. Written notification shall be provided to the minor previously issued a driver's license and the minor's parent or guardian. The minor or the parent or guardian of the minor shall have 15 calendar days from the receipt of such notice to request a hearing before the school board or governing body of the private school, as applicable, for the purpose of appealing the pending license suspension action. The hearing shall be conducted within 20 calendar days after the school board or governing body of the private school, as applicable, receives the request. If the appeal is unsuccessful, the board or governing body, as applicable, shall immediately notify the department and the department shall suspend the minor's driver's license.

(4) Upon receiving written verification that the minor is again in compliance with the requirements of subsection (1) of this section, the department shall reinstate the suspended license. If however, the minor again is found in subsequent noncompliance with subsection (1) of this section, the department shall suspend the minor's driving privilege of the minor until the minor attains the age of 18, or otherwise satisfies the requirement of paragraph (a) of subsection (1) of this section, whichever occurs first.

(5) A school board or the governing body of a private school shall waive the requirements of subsection (1) of this section for any person under its jurisdiction for whom a personal or family hardship requires that he have a driver's license for his own or his family's employment or medical care. The district school board or governing body of a private school shall take into consideration the recommendations of the principal or other school official and guidance counselors or academic advisor prior to granting such a waiver.

Section 3. Subsection (3) is added to section 322.09, Florida Statutes, to read:

Section 322.09. Application of minors

(3) The applicant shall submit the verification required in s. 322.0601.

Section 4. Paragraphs (b), (c), (d), and (e) of subsection (2) of section 322.16, Florida Statutes, 1968 Supplement, are redesignated as paragraphs (c), (d), (e), and (f), and a new paragraph (b) is added to said subsection, to read:

322.16. Restricted licenses

(2) The department may issue a nonrenewable restricted operator's license provided that:

(b) Any minor at least 15 years of age but younger than 16 years of age shall be in compliance with the compulsory school attendance requirement or otherwise exempted therefrom pursuant to chapter 232.

Section 5. Section 232.165, Florida Statutes is created to read:

232.165. Student nonenrollment and nonattendance; nonissuance or suspension of driver's license

The Department of Highway Safety and Motor Vehicles may refuse to issue a driver's license or suspend a previously issued driver's license to persons under the age of 18 pursuant to s. 322.0601.

Section 6. Effective July 1, 1989, the State Board of Education shall promulgate rules establishing relevant attendance requirements for purposes of implementing s. 322.0601, and other rules for implementing this act, prior to October 1, 1989.

Section 7. Unless specifically reenacted by the Legislature, this act shall stand repealed effective January 1, 1994.

Section 8. This act shall take effect October 1, 1989, except as otherwise provided herein.

Approved by the Governor June 26, 1989.

Filed in Office Secretary of State June 26, 1989.

Appendix B

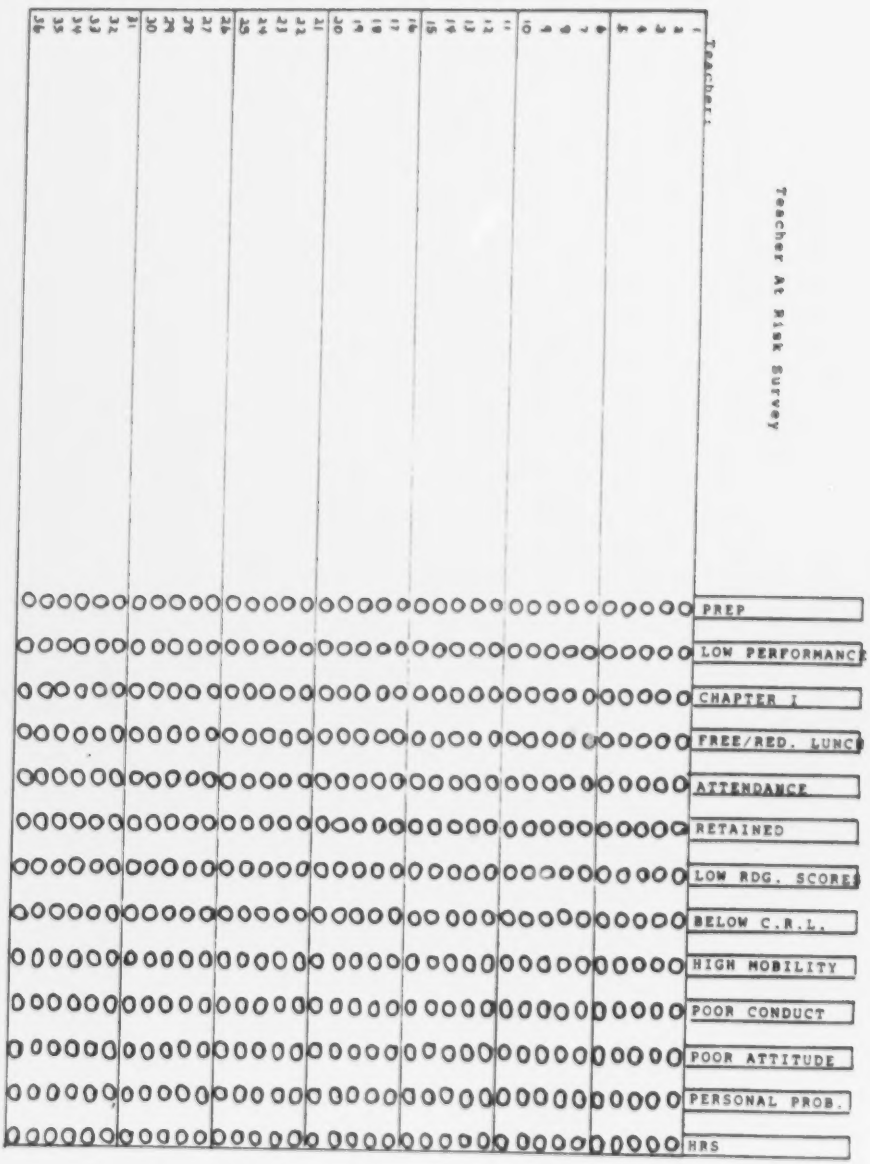
Possible At-Risk Indicators

Possible At-Risk Indicators

1. Prep K-3
2. Current performance
3. Chapter I
4. Free/reduced lunch
5. Absenteeism
6. Retainee/overaged
7. Low test scores
8. HRS services
9. High mobility
10. Behavior (conduct violations)
11. Poor attitude (toward school)
12. Personal problems (family, home, self-esteem)

Appendix C

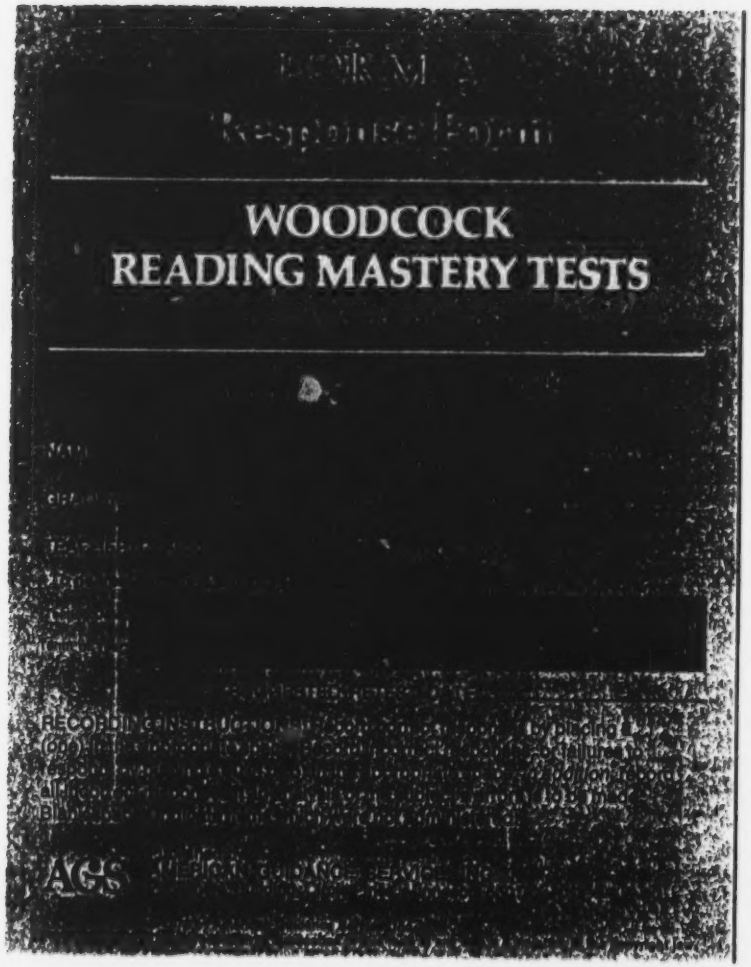
Teacher At-Risk Survey


Teacher At Risk Survey
Teacher
PREP
LOW PERFORMANC
CHAPTER I
FREE/RED. LUNC
ATTENDANCE
RETAINED
LOW RDG. SCORE
BELOW C.R.L.
HIGH MOBILITY
POOR CONDUCT
POOR ATTITUDE
PERSONAL PROB.
HRS

Appendix D.1

Woodcock Reading Mastery Test

(Form A)/Pre-Test



LETTER IDENTIFICATION TEST

RESPONSES: (Incorrect responses may be recorded following the printed answers)

1 ___ X	16 ___ n	26 ___ a	36 ___ n
2 ___ B	17 ___ a	27 ___ m	37 ___ p
3 ___ S	18 ___ l	28 ___ d	38 ___ S
4 ___ i	19 ___ H	29 ___ w	39 ___ V
5 ___ C	20 ___ R	30 ___ e	40 ___ r
	21 ___ W	31 ___ A	41 ___ x
	22 ___ v	32 ___ q	42 ___ J
6 ___ Z	23 ___ g	33 ___ k	43 ___ I
7 ___ K	24 ___ t	34 ___ Y	44 ___ z
8 ___ m	25 ___ N	35 ___ L	45 ___ Q
9 ___ T			
10 ___ p			
11 ___ U			
12 ___ r			
13 ___ G			
14 ___ y			
15 ___ L			

RAW SCORE

DIAGNOSTIC INTERPRETATION OF ERRORS

IMPLICATIONS FOR INSTRUCTIONS

Appendix D.2

Woodcock Reading Mastery Test

(Form B)/Post-Test

FORM B
Response Form

WOODCOCK
READING MASTERY

By Richard W. Woodcock, Ed.D.

Examiner _____ Testing Date _____

NAME _____ SEX: M__ F__

GRADE (G)* _____ AGE _____ SCHOOL _____

TEACHER/CLASS _____ LOCATION _____

* To nearest tenth of a school year

Testing Date: [redacted]
Tenth of Year:

SUGGESTED RETEST DATE: _____

RECORDING INSTRUCTIONS: Record correct responses by placing a "1" (one) in the appropriate space. Record incorrect responses, or failures to respond, by placing a "0" (zero) in the appropriate space. *In addition,* record all incorrect responses if an analysis of the subject's errors is to be made. Blank spaces indicate items which were not administered.

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LETTER IDENTIFICATION TEST

RESPONSES: (Incorrect responses may be recorded following the printed answers)

1 ___ x	16 ___ N	26 ___ M	36 ___ y
2 ___ A	17 ___ u	27 ___ A	37 ___ I
3 ___ c	18 ___ Y	28 ___ d	38 ___ s
4 ___ z	19 ___ g	29 ___ i	39 ___ k
5 ___ s	20 ___ h	30 ___ D	40 ___ f
	21 ___ d	31 ___ s	41 ___ b
	22 ___ H	32 ___ E	42 ___ G
6 ___ P	23 ___ g	33 ___ q	43 ___ v
7 ___ k	24 ___ G	34 ___ h	44 ___ q
8 ___ D	25 ___ I	35 ___ X	45 ___ Z
9 ___ E			
10 ___ M			
11 ___ I			
12 ___ R			
13 ___ V			
14 ___ B			
15 ___ t			

RAW SCORE

DIAGNOSTIC INTERPRETATION OF ERRORS

IMPLICATIONS FOR INSTRUCTIONS

Appendix E

Teacher Inservice Instructions

Teacher Inservice Instructions

Teachers,

A national estimate suggests that 25 percent of fifth graders will not make it through high school graduation! We, as educators, are challenged to reduce those indicators that are indicative to identifying the potential dropout or at-risk student. As a result of the At-Risk Survey you completed, the following students have been identified to participate in the Children At-Risk Program (C.A.R.P.): Reeling Kids In Through Reading:

(List students by teacher)

Research cites that poor academic performance is the single best predictor of who drops out. In addition, research concludes that the poor reader usually finds himself in severe difficulty by the fourth grade where the curriculum demands extensive reading. Therefore, a problem exists for the fourth grade students who have been retained and exhibit low academic performance as well as other indicators marked on your survey. We cannot effect the fact that these students have already

been retained, but your help is requested to reduce your group's potential for becoming dropouts by increasing their academic performance in reading comprehension. This will be accomplished through a supplemental reading intervention program for you to implement in the classroom. This program will last approximately 10 weeks. You will be asked to view the video and read the corresponding book before initiating each story.

Thank you for agreeing to work with your C.A.R.P. students and for the enthusiasm you have shown!

The following is the schedule and weekly instructions that we will discuss together:

Week 1 - 1) Administration and scoring of the Woodcock Reading Mastery Test (Form A)

2) Give to your students the Letter to Parents to take home (in folder).

Week 2 - 1) Administer the pre-evaluation for story number one, The Nutcracker (in folder).

2) Have the students begin the Reading Record Log. These sheets are inside a construction paper folder so students can decorate and title their own log.

3) In the folder are vocabulary words to place

on a chart. You may want to give each child a nutcracker and let them match this to the correct vocabulary word. Discuss all words placing emphasis on ballet, for the video is entirely ballet. Students will make vocabulary cards.

4) Have the students read the book, The Nutcracker, while listening to it on tape (in folder).

5) Develop a story discussion using the set of Sample Questions to enhance or help in leading your discussion group.

6) Show the video. You will need to divide it into two parts, for it is 105 minutes in length. You may assign the students to illustrate a story event as they watch the ballet dancers in the Sugar Plum Fairy Castle (Part II). The music provides a pleasant background to enjoy while students illustrate.

Week 3 - 1) Pass out a Story Map for each student. One map is placed on an acetate so you can use it on an overhead projector during this discussion.

2) Have students retell a favorite part of the story.

3) Cooperative learning group activities:

   a. Students will make a comprehension game on their own for story number one. They will need materials for a gameboard and the needed cards for questions. These materials will be provided for you at the beginning of the week.

   b. Skill: Follow the Compound Word Activity (in folder).

4) Administration and scoring of post-evaluation for story number one.

5) Students complete Reading Record Log with comments for story number one.

Week 4 - 1) Administration of pre-evaluation for story number two, Where The Wild Things Are

2) Students write in Reading Record Log

3) Present background information about the author (use book jacket)

4) Vocabulary building for story number two. Students will make vocabulary cards

5) Students listen to story number two on cassette tape

6) Use Sample Questions to develop a story discussion

7) Show videotape of story two (Prepare students for this opera presentation)

8) Story mapping

Week 5 - 1) Students practice retelling the story

2) Cooperative learning group activities:

a. Students divide story number two into parts for a flannel board presentation. Materials will be provided for you. The groups will be invited to present story number two to several primary classes.

b. Students create characters and scenery for the flannel board story.

c. Skill: Word Meaning Activity (This will be given to you)

3) Administration and scoring of post-evaluation for story number two

4) Students complete the Reading Record Log for story number two

Week 6 - 1) Administration of pre-evaluation for story number three, The Sorcerer's Apprentice

2) Students write in Reading Record Log

3) Vocabulary building for story number three

4) Students listen to story number three on the cassette tape

5) Teacher develops a story discussion using Sample Questions

6) Teacher shows videotape of story three

7) Students begin to retell their favorite part of the story or read their favorite part into a tape recorder

Week 7 - 1) Story mapping

2) Cooperative learning group activities:

a. Students create a poster about the book

b. Students participate in listening to each other's recording of their favorite story part

c. Skill: Vocabulary game (Materials will be provided for you)

3) Administration and scoring of post-evaluation for story number three
4) Students complete the Reading Record Log for story number three

Week 8 - 1) Administration of pre-evaluation for story number four, The Secret Garden
2) Students write in Reading Record Log
3) Vocabulary building for story number four
4) Students listen to story number four on cassette tape
5) Teacher develops a story discussion using Sample Questions
6) Teacher shows videotape of story four (Part I)
7) Tell students that they will make a mural and to begin thinking what events they want to include

Week 9 - 1) Teacher shows videotape of story number four (Part II)
2) Story mapping
3) Students retell favorite part of story number four

4) Cooperative learning group activities:
   a. Students work on mural
   b. Skill: Students create a game, "Character Description," based on story number four's characters. This will be supervised for you.
5) Administration and scoring of post-evaluation for story number four
6) Students complete Reading Record Log for story number four

Week 10 - 1) Presentation of certificates to the students for completing this supplemental reading program
2) Students read a children's literature book to a primary child. This will be supervised by the Chapter 1 teacher.
3) Administration of the Student Reading Attitude Survey
4) Administration and scoring of the Woodcock Reading Mastery Test (Form B)

Brown envelopes will be given to you for each student to keep and organize his/her work (vocabulary cards, illustrations, log, etc.). AGAIN, THANK YOU FOR ALL OF YOUR HELP!

Appendix F

Letter to Parents

Letter to Parents

(Date)

Dear Parents,

Your child will be participating in a special reading program in our classroom. It will involve both the viewing of four videos based on children's literature books and the reading of the corresponding books. The purpose of this supplemental reading program will be to improve your child's reading comprehension. This project will begin in February and last for approximately 10 weeks.

I wanted to inform you about this special project because I know you are concerned about your child's reading progress. Also, there is something you can do at home that would enhance your child's reading comprehension. I would like for you to choose some of the following questions to ask your child:

What is the title of the video and matching book you are reading in class?

Who is the author?

Who are the main characters?

What is the problem in the story?

Tell me the main events of the story.

What part of the story did you like best?

What was the solution to the problem?

The most important thing is for you to be generally interested and enthused while hearing your child retell the story to you. Research on reading suggests that students who retell what they have read increase their reading comprehension.

Thank you for your continued concern and cooperation. If you have any questions regarding this reading program, please contact myself or Ms. Morris at 724-5788.

Sincerely,

Your child's teacher

Appendix G

Pre/Post Evaluation for

Story Number One, The Nutcracker

Pre/Post Evaluation

The Nutcracker

1. What kind of story is this?

   A fairy tale about a Christmas Eve dream
   A true story about a girl named Clara
   A tall tale about a prince and princess

2. Where did the story take place?

   In a small Italian village on Christmas Day
   In a small German village on Christmas Eve
   Inside an imaginary castle during the Easter holidays.

3. The wooden Nutcracker transformed into

   A mouse as big as a man
   Clara's godfather Drosselmeier
   A real-life soldier

4. Why were the Mouse King and the Nutcracker enemies?

   The mice were evil enemies of the toys.
   The Nutcracker was grotesque.
   The Nutcracker and mice were musicians.

5. What caused the Nutcracker to turn into a handsome prince?

   Godpapa Drosselmeier
   Clara's love
   Mouse King's sword.

Appendix H

Vocabulary Building for

The Nutcracker

Vocabulary for The Nutcracker

*Nutcracker - an instrument for cracking the shells of a nut

grotesque - distorted; ugly in appearance; deformed

drawing room - a formal room for receiving or entertaining guests, such as a parlor or formal reception room

parlor - a room in a home in which visitors are received and entertained

scurried - to go or move hurriedly

pirouette (pir' oo ett) - a rapid turning about on the toes, especially in dancing

ballet - a form of dancing, usually set to music, that combines formal steps and positions in continuous, flowing movement (The video movie is entirely ballet.)

transform - to change in shape, form, or appearance

fairy tale - an unbelievable or highly imaginative story, usually for children

*Nutcrackers are located inside this kit.

These suggested vocabulary words can be expanded or words can be deleted. Students can make vocabulary word cards along with a teacher-made chart in the room. The words should be discussed and mentioned throughout the plan for The Nutcracker.

The purpose of a thorough presentation of vocabulary is to establish background knowledge for the student to bring to the story when hearing it read for the first time. Moreover, the student will then better grasp concepts within the story. Each student will become familiar with these words so that they are able to use them in discussion.

Appendix I

Reading Record Log

Reading Record Log

Story title:

Author:

Date started:

Date completed:

Comments:

Appendix J

Sample Questions for Discussion

During Cooperative Learning Group

Sample Questions for Discussion

The following list comprises some examples of the kinds of questions that can be used to check specific skills during group discussion:

I. COMPREHENSION SKILLS:

A. Plot Sequence

1. What is the story?
2. After _____(an incident) what happened next?
3. Tell me what happened first, then _____? If _____happened before _____, does it make any difference in the story?
4. If you could, would you change the story around? Why?
5. What was the best part? Was it in the beginning, middle or end? Why do you suspect that part was where it was in the story?

B. Central Thought (Main Idea)

1. What kind of story is this?
2. What is it mainly about?
3. Does its setting make a difference?
4. Does its time (of year, in history) affect the story? (Relationships)
5. Do you think it is a happy (sad, frightening) story? (Generalization)
6. Does this book remind you of another book?
7. Could you describe this in a couple of words (sentences)? (Summarization)

C. Interpretation

1. If the story were (suggest some change), what might have been the outcome?
2. Is there anything here that is not actually said? What? (Inference)
3. Is there anything in the story that was not the same as you've heard somewhere else?
4. What part could not have been left out?
5. Is there a lesson to be learned in this book? What?
6. Was there anything in the story that could have been left out?
7. Do you think you believe what the story says? Why? Why not?
8. What caused the _____? (Cause and effect)
9. If _____had been changed, what would have been the effect?
10. What is the problem of _____(a character) in the story?
11. Would you like to be just like _____(a person in the story)?
12. If you could become one of the characters, which would you choose?
13. Do you know anyone like this character?
14. What did he represent to you? Can you find some things he said or did that would prove this?
15. Who is the author?
16. What do you know about him?
17. What other books of his/hers do you know about?

18. What do you think the author is trying to tell people in his/her stories?

19. What other books of his do you know about?

20. If this (choose an incident) had or had not happened back in the beginning of the story, how would the story have changed?

21. Where there are maps or charts, have the student explain meaning.

II. THE MECHANICAL SKILLS

A. Ability to analyze unknown words

1. Show me a word you didn't know. How did you figure it out? (Context? Phonetic Analysis?)

2. What is in this word that you know? (Small word, initial letter, digraph, blend, vowel sound, etc.)

3. Let me cover up part of it. What do you see? Say it. Now here's the whole word. Can you say it. (Word families, left to right blending, or syllabication) Would it make sense in the sentence?

4. The word starts like_____but rhymes with _____? Try it.

B. Word Definitions

1. Here is an unusual word. Can you tell us what it means?

2. Here is another (and another, etc.)

3. Can you tell me another that means the same thing. (synonym)

4. If I said _____(a synonym or antonym), would you say this word was the same or opposite?

5. Did you find any words that meant something different when you read them somewhere else? What was the difference?

6. What does this expression mean? (colloquial or figurative language) Can you find the definition in the dictionary?

7. Can you use the dictionary or glossary to find the pronunciation for this unusual word? (Can he use pronunciation guide?)

III. ADVANCED SKILL OF SYNTHESIS AND EVALUATION

A. Value Judgments

1. Do you agree or disagree with the story?

2. What is your own opinion about _____in the story?

3. Is this a book everyone should read? Why?

4. Do you trust what you read?

5. Is it right for someone (writer, publisher, etc.) to print only part of a story?

6. Do you believe everything you read? Why?

7. If you cannot find out whether a story is true, what could you do that would help?

8. What are other things you could do to verify statements of fact?

B. Synthesis

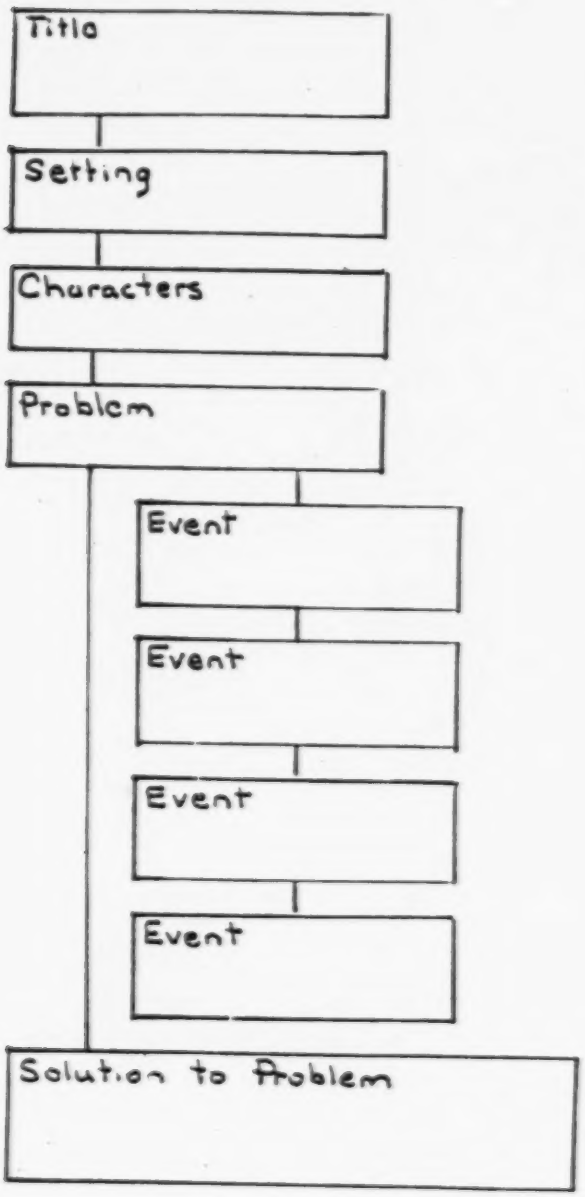
1. Taking the main ideas from this story, can you think of a way that you could present them to your class? Can you show what this author is trying to say to his readers in a new way?

2. Reporting alternatives: written, dramatic and oral, and arts and crafts.

Appendix K

Story Map

STORY MAP


Title
Setting
Characters
Problem
Event
Event
Event
Event
Solution to Problem

Appendix L

Compound Word Activity

Compound Word Activity

Purpose: 1) To review a familiar compound word
2) To have students find other compound words

Place a familiar compound word on the board: such as doorknob. Point out that it is a compound word made up of the words door and knob, which have been written as one word. Discuss the meaning of the word as the handle for opening a door. Provide two examples of words that are not compounds: for example, happen, thinking. Explain why they are non-examples. Ask students to recall other compound words and review the meanings.

Assign students to work in pairs or small teams. Set a time limit of 10 minutes in which each student finds and writes as many compound words as possible using the Nutcracker book. When the ten minutes are up, give students time to share and compare their lists.

Appendix M

Pre/Post Evaluation for

Story Number Two, Where The Wild Things Are

Pre/Post Evaluation

Where The Wild Things Are

1. What caused Max's mother to call him "WILD THING"?

   He was little and very cute.
   He wore white pajamas.
   He was causing mischief.
   He was causing his mother to laugh.

2. How do you think Max's mother felt when she sent him to bed without any supper?

   melancholy
   exasperated
   jubilant
   bewildered
   ecstatic

3. In his bedroom Max conjures up a _____ world of forest and sea.

   realistic
   fantasy

4. What two things happened in the Land of the Wild Things?

   Max was made king of all wild things.
   The wild things ate Max up.
   The wild things frightened Max.
   Max ordered the wild rumpus to start.

5. How did Max finally feel in the Land of the Wild Things?

   terrified
   terrible
   lonely
   puzzled

Appendix N

Vocabulary Building for

Where The Wild Things Are

Vocabulary for

Where The Wild Things Are

mischief - an act or conduct that is often playful but causes annoyance or harm; teasing playfulness

gnash - to strike, grate, or grind (the teeth) together, as in anger or pain

rumpus - a noisy disturbance; uproar

private - belonging or restricted to a particular person or persons; personal; individual

tame - taken by man from a state of native wildness and domesticated; not ferocious or fearful; gentle; to bring under control

wild - not brought under the control of man; in a state of nature; growing without the assistance of man; unrestrained or disorderly; uncontrolled

conjure - to summon or cause (something) to appear by using magic words; to bring about as if by magic

exasperate - to irritate greatly; provoke to anger; infuriate

jubilant - joyfully happy or triumphant; exultant

melancholy - low in spirits; sad; a gloomy or depressed state of mind

bewilder - to confuse or puzzle completely

ecstatic - overwhelmed with joy or delight; enraptured

opera - a play having all or most of its words sung, usually performed by solo voices, chorus, and orchestra. It is presented with costumes, scenery, acting, and sometimes, dancing.

Appendix O

Word Meaning Activity

Word Meaning Activity

Purpose: The students will match vocabulary words with their meanings or synonyms.

1.	mischief	teasing playfulness
		making believe
2.	gnash	to scare
		to strike, grate, or grind
3.	rumpus	a noisy disturbance
		frightened
4.	private	personal or individual
		surprised
5.	conjure	to move quickly
		to cause to appear
6.	tame	to bring under control
		moving wildly
7.	wild	uncontrolled
		angry

8. exasperate — to irritate greatly
   joyfully happy

9. opera — a play having most of the words sung
   a form of dancing usually set to music

10. melancholy — overwhelmed with joy
    low in spirits

Appendix P

Pre/Post Evaluation for

Story Number Three, The Sorcerer's Apprentice

Pre/Post Evaluation

The Sorcerer's Apprentice

1. Why was Franz sent away from his father's house?

   Franz was always meddling.
   Franz wanted to be with his friends
   Franz was hungry

2. What kind of apprenticeship did Franz want?

   Shoemaking
   Something exciting, spectacular, and grand
   A useful, steady job

3. What task was first given to Franz?

   Reading the magic book
   Polishing the snarling dragons
   Washing up the vast laboratory

4. What was the sorcerer's rule?

   "Observe, learn, but do not touch."
   "Treat others as you would like to be treated."
   "Follow directions carefully."

5. What happened when Franz tried one of the sorcerer's spells?

   Franz immediately became a famous sorcerer.
   Franz had a wonderful time.
   Franz could not remember how to stop it.

Appendix Q

Vocabulary Building for

The Sorcerer's Apprentice

Vocabulary for

The Sorcerer's Apprentice

sorcery - the use of supernatural powers or magic, especially to do harm to another person; witchcraft

sorcerer - a person who practices sorcery

apprentice - a person who works for a skilled worker in order to learn a trade or art; any learner or beginner

apprenticeship - the period of time during which a person works as an apprentice

spellbound - held as if by a spell; entranced

cauldron - a large kettle or boiler

meddling - concerning oneself with or interfering in the affairs of others without having been asked

snarling - to growl angrily while baring the teeth

peculiar - strange or unusual; odd

ramparts - a bank of earth built up around a fort or castle; anything that serves as a defense or protection

turret - a small tower, usually forming part of a larger structure

gaped - to stare with the mouth open, as in wonder or surprise

abyss - an immeasurably deep or bottomless pit or opening in the surface of the earth; chasm

ravine - a deep narrow valley, especially one eroded by running water

quiver - to shake slightly; shiver; tremble

maelstrom - a large violent or turbulent whirlpool

wielding - to handle or use, as aweapon or tool, to exercise, as influence or power

arduous - requiring great effort or energy; difficult; strenuous

vast - very great, as in extent, size, or amount

Appendix R

Vocabulary Game Activity

Vocabulary Game Activity

Directions: In order to make this game, 5x8 index cards can be used. Place the definition on top of the card and the three word choices below. Each card can be self-checked if the answer is placed on the back.

Card 1
To shake slightly; shiver; tremble

A. quiver
B. soar
C. snarl

Card 2
A person who practices sorcery

A. apprentice
B. sorcerer
C. farmer

Card 3
A small tower, usually forming part of a larger structure

A. abyss
B. gateway
C. turret

Card 4
A bank of earth built up around a fort or castle

A. ravine
B. rampart
C. cauldron

Card 5
To growl angrily while baring the teeth

A. snarling
B. meddling
C. quivering

Card 6
An immeasurably bottomless pit; chasm

A. maelstrom
B. abyss
C. splinter

Card 7
A deep, narrow valley, especially one eroded by running water

A. potion
B. castle
C. ravine

Card 8
Concerning oneself with or interfering in the affairs of others without having been asked

A. spellbound
B. wielding
C. meddling

Card 9
To stare with the mouth open, as in wonder or surprise

A. gape
B. meddle
C. peculiar

Card 10
A large kettle or boiler

A. cauldron
B. laboratory
C. abyss

Card 11
Strange or unusual; odd

A. maelstrom
B. turret
C. peculiar

Card 12
A large violent or turbulent whirlpool

A. ravine
B. maelstrom
C. cauldron

Card 13
A person who works for a skilled worker in order to learn a trade or art

A. magician
B. teacher
C. apprentice

Card 14
Very great, as in extent, size, or amount

A. vast
B. turret
C. sorcerer

Card 15
Difficult; strenuous; requiring great effort or energy

A. envious
B. satisfaction
C. arduous

Card 11
Strange or unusual; odd

A. maelstrom
B. turret
C. peculiar

Card 12
A large violent or turbulent whirlpool

A. ravine
B. maelstrom
C. cauldron

Card 13
A person who works for a skilled worker in order to learn a trade or art

A. magician
B. teacher
C. apprentice

Card 14
Very great, as in extent, size, or amount

A. vast
B. turret
C. sorcerer

Card 15
Difficult; strenuous; requiring great effort or energy

A. envious
B. satisfaction
C. arduous

Appendix S

Pre/Post Evaluation for

Story Number Four, The Secret Garden

Pre/Post Evaluation

The Secret Garden

1. What caused Mary to be sent from India to England?

   Mary wanted to visit her grandfather.
   She wanted to ride on the train.
   Her parents had died from a terrible disease.

2. How did Mary enter the secret garden for the first time?

   Finding the hidden door
   Climbing over the wall
   Swinging over the wall on the ivy vines

3. Why was Colin, Mary's cousin, confined to his bed?

   Colin was sick with the chicken pox.
   Colin believed he was deformed.
   Colin needed lots of rest for better health.

4. Circle the two reasons that effected Colin's health?

   His experiences inside the secret garden
   His house, the Misselthwaite Manor, with hundreds of rooms
   His friendship with Mary and Dickon

5. Which sentence best describes Mary?

   Mary had a crooked back and was always a bitter person.
   Mary was a spoiled child, but changed after she discovered the secret garden.
   Mary looked dreadful, all pale and swollen, and acted selfish.

Appendix T

Vocabulary Building for

The Secret Garden

Vocabulary for The Secret Garden

India - a country in southern Asia. Capital, New Delhi

spoiled - to cause damage or harm to (something); to become unfit for use [ex. the spoiled garden]; to weaken or damage the character of [ex. to spoil the child]

stout - having a thick, bulky figure; physically strong

moor - an area of open, rolling, wild land, often covered with heather and having marshes

bitter - full of resentment, unforgiving

lad - a young fellow; boy

sour - having or showing an irritable nature; bad-tempered

orchard - an area where fruit or nut trees are grown; or a group of such trees

manor - a mansion, especially the main house on an estate

embroider - to decorate with a design in needlework

ivory - a smooth, hard, white substance that forms the tusks of elephants, walruses, and certain other animals

abroad - out of one's country; in or to a foreign land

alcove - any closed-off space or area that is set back or apart

ceased - to come to an end; stop; discontinued

determined - to decide firmly; having or showing a fixed purpose

Names of flowers in The Secret Garden:

crocuses
snowdrops
daffodils
mignonette

Appendix U

Character Description Activity

Character Description Activity

Directions: List the characters from the story, The Secret Garden. Help the students recall what he or she did, said, or thought.

Characters

Mary
Dickon
Colin
Ben Weatherstaff
Mr. Craven
Mrs. Medlock
Martha

Write the following descriptions (or the students' responses from recall) on cards. Students match the descriptions to the characters.

Mary

a disagreeable young girl
selfish, spoiled little girl
first person to enter the garden after 10 years
very curious

Dickon

a kind lad and animals like him
everyone likes him
had a wide curving mouth, and his smile brightened his entire face
can charm foxes, squirrels, and birds on the moor

Colin

had a sharp delicate face and gray eyes
believed that he was deformed
a very spoiled boy
had fits of anger
believed he was going to die
looked dreadful, all pale and swollen
became cheerful, eagerly waiting for Mary's visits
said, "I'm not going to be a poor sick thing anymore."

Ben

gardener of Misselthwaite Manor
a lonely man except when his robin's with him
use to climb the wall and prune the garden

Mr. Craven

has a crooked back
a bitter person until he married
traveled in foreign places
a mysterious man who looked miserable

Mrs. Medlock

a stout woman
had red cheeks and sharp black eyes
the head housekeeper
stern and strict

Martha

always a good-natured worker
was Mary's first friend

Appendix V

Student Reading Attitude Survey

Student Reading Attitude Survey

1. Do you like reading?.....yes no

2. Would you choose a literature book to read during silent reading time?.....yes no

3. Would you recommend children's literature to your best friend?.....yes no

4. Do you like to go to the library?.....yes no

5. Do you like to read to others?.....yes no

6. Do you like working together in groups?.....yes no

7. Do you take time out to read each day at home?.....yes no

   How long?_____

8. Would you buy a book for yourself?.....yes no

   Would you buy a book for a gift?.....yes no

9. Which reading activity would you rather do?

   a. Read a book on your own
   b. Have someone else read a book to you
   c. Listen to a tape about a book
   d. Watch a movie about a book
   e. None of the above

END

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